

# 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, in-line with KTC's vision of growing the minds and nurturing the character of students. The policy is based on the teachings of the Torah<sup>1</sup> 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.

### Positive Behaviour Interventions and Strategies

We are committed to teaching students to demonstrate positive behaviours throughout all aspects of school life. Students are expected to uphold the school values of Emunah – Belief, Derech Eretz – Refined Conduct, Da-as – Lifelong Learning, and Arvus – Moral Responsibility.

- **Emunah – Belief:** The fundamental concept that belief, faith and trust in Hashem<sup>2</sup> and His Divine plan underpins all that we do. This core value denotes a belief in the infinite potential and sense of worth that Hashem has bestowed within each individual.
- **Derech Eretz – Refined Conduct:** Upholding ethical and respectful behaviour, good manners and being a “mentsch<sup>3</sup>” in all interactions. 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.
- **Da-as – Lifelong Learning:** The pursuit of knowledge and the development of skills, attitudes, and habits that support ongoing personal and intellectual growth.
- **Arvus – Moral Responsibility:** The ethical obligation and accountability towards upholding moral principles and making choices that positively impact oneself and others within the school community and beyond. This includes being dependable, making good choices, and being accountable for one's actions.

Behaviour is managed by employing various strategies, including:

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

<sup>2</sup> lit. Hashem, literally 'The Name', is one of the names of G-d

<sup>3</sup> A person of integrity and honour

- **Three-Tiered Support System:** We employ a comprehensive 3-tiered behaviour support model.
  - 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:** Records of student behaviour are recorded through the 'behaviour slips' system. Behaviour levels are recorded on Edumate under 'Welfare/Record Discipline'. Welfare and Behaviour meeting notes and plans are saved to Edumate in the student's digital file.

### Positive Rewards

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

### 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.
- 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 of the placement of a student 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 & Behaviour 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.

### Long Suspension and Expulsion

As detailed in the summary of infringements and consequences table, in some circumstances, a student's behaviour may warrant a consequence of long suspension or expulsion.

**Long suspension** is the temporary removal of a student from school for more than 5 days. **Expulsion** is the permanent removal of a student from the school.

A decision to long suspend or expel a student from the College may only be made by the Principal.

### Procedures for Long Suspension and Expulsion

1. Where a disciplinary issue arises which may result in long suspension or expulsion, the school will investigate the circumstances surrounding the issue. The Principal or Head of Primary may direct the student not to attend school while the investigation takes place. An investigation will include the student being provided with information about the nature of the allegations and being given an opportunity to respond.
2. If after receiving the results of the investigation and hearing representations from the student, the Head of Primary forms the view that the student should be expelled, they will make a recommendation to that effect to the Principal and advise the student and parents/carer that this recommendation has been made.
3. The parents/carer or student may appeal against that recommendation to the Principal, setting out the reasons why the Principal should not act on the recommendation. Any appeal must be provided to the Principal no later than five (5) school days after the parents/carer have been advised of the recommendation.
4. If no appeal is made within the time specified, the Principal will decide whether to accept the recommendation and advise the student and parents/carer of the decision.

5. If the student or parents/carer appeal, the Principal will consider the recommendation from the Head of Primary, and all documentation or information provided for the appeal. The Principal will make their decision and advise the student and parents/carer.
6. The decision made by the Principal will be final.

### 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

This description of procedural fairness is provided for information. The concepts of procedural fairness are built into the KTC discipline processes included in this document.

### 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 following KTC Policy and Procedures:

- Child Protection Policy and Procedures
- Anti-Bullying Policy and Procedures
- Complaints Handling Policy and Procedures
- Staff Code of Conduct

**Table 1: Summary of Infringements / Consequences**

Level	Responsible Person/s	Reasons for Placement on Level	Procedure	Possible Consequences
Green	<p><b>Managed by: Wellbeing &amp; Behaviour Coordinator</b></p> <ul style="list-style-type: none"> <li>▪ Student</li> <li>▪ Teachers</li> <li>▪ Parents/Carers</li> <li>▪ Wellbeing &amp; Behaviour Advisor</li> </ul>	<p>Student has received 3 behaviour slips for behaviours such as:</p> <ul style="list-style-type: none"> <li>▪ Not following school expectations</li> <li>▪ Work refusal</li> <li>▪ Infringing the rights of others e.g. disturbing others, disrupting student learning</li> <li>▪ Repeated uniform infringement</li> <li>▪ Disobeying instructions</li> <li>▪ Lying and/or swearing</li> <li>▪ Unauthorised use of mobile phones or other electronic devices</li> </ul> <p>Student may be immediately placed on the Green level for:</p> <ul style="list-style-type: none"> <li>▪ Swearing at a teacher</li> <li>▪ Physical aggression</li> </ul>	<ul style="list-style-type: none"> <li>▪ Frequency and intensity of behaviours monitored through behaviour slips</li> <li>▪ Student provided with opportunity to reflect on their behaviour, how they can improve their behaviour choices and make amends</li> <li>▪ Student completes a Green level behaviour card and takes it home to be reviewed, signed by parents and returns it to school</li> <li>▪ Student remains on this level for one week or until their behaviour improves</li> <li>▪ Student’s teachers informed that student is on the behaviour level via email</li> <li>▪ Parents are informed of the student’s behaviour and behaviour level via email</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student may be required to write an apology for their behaviour</li> <li>▪ Student may be excluded from playtime</li> <li>▪ Student may be required to participate in a ‘Give back’ session to support the making of amends</li> </ul>
Yellow	<p><b>Managed by: Deputy Head of Primary</b></p> <ul style="list-style-type: none"> <li>▪ Student</li> <li>▪ Teacher</li> <li>▪ Parents/Carers</li> <li>▪ Wellbeing &amp; Behaviour Advisor</li> <li>▪ Wellbeing &amp; Behaviour Coordinator</li> <li>▪ Head of Primary</li> </ul>	<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"> <li>▪ Stealing</li> <li>▪ Bullying</li> <li>▪ Threatening to harm others</li> <li>▪ Deliberately injuring another student</li> <li>▪ Deliberately damaging school property</li> <li>▪ Engaging in cyberbullying or spreading harmful content online</li> <li>▪ Continued unauthorised use of mobile phones or other electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Frequency and intensity of behaviours monitored through behaviour slips</li> <li>▪ Student provided with opportunity to reflect on their behaviour, how they can improve their behaviour choices and make amends</li> <li>▪ Student is placed on a Student Monitoring Book and/or completes a Yellow level behaviour card</li> <li>▪ Student remains on this level for 1-2 weeks or until their behaviour improves</li> <li>▪ Student’s teachers informed that student is on the behaviour level via email</li> <li>▪ Phone call to student’s parents to inform them of behaviour and behaviour level, and to collaborate together to support student to improve behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student may be required to write an apology for their behaviour</li> <li>▪ Student may be excluded from playtime</li> <li>▪ Student may be required to participate in multiple ‘Give back’ sessions to support the making of amends</li> </ul>
Orange	<p><b>Managed by: Head of Primary</b></p> <ul style="list-style-type: none"> <li>▪ Student</li> <li>▪ Teacher</li> </ul>	<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"> <li>▪ Frequency and intensity of behaviours monitored through behaviour slips, and staff and student interviews</li> <li>▪ Investigation conducted into behaviours and/or specific allegation/s</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student may be excluded from playtime</li> <li>▪ Student may be prevented from participating in school</li> </ul>

Level	Responsible Person/s	Reasons for Placement on Level	Procedure	Possible Consequences
	<ul style="list-style-type: none"> <li>▪ Parents/Carers</li> <li>▪ Primary School Psychologist</li> <li>▪ Wellbeing &amp; Behaviour Advisor</li> <li>▪ Wellbeing &amp; Behaviour Coordinator</li> <li>▪ Deputy Head of Primary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bullying</li> <li>▪ Deliberately damaging school property</li> <li>▪ Severe physical aggression, including causing significant harm or danger to others</li> <li>▪ Bringing a weapon or dangerous goods to school</li> <li>▪ Smoking, vaping, alcohol, drugs</li> <li>▪ Taking photographs or videos of students or teachers</li> <li>▪ Cyber threats, harassment, or the creation and distribution of harmful content online</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal letter sent to parents outlining student behaviour and/or allegation/s</li> <li>▪ Parents to attend meeting with Head of Primary and relevant welfare and teaching staff. Where appropriate, student to attend meeting.</li> <li>▪ Student provided with opportunity to respond to and reflect on their behaviour, how they can improve their behaviour choices and make amends</li> <li>▪ Student to be offered a support person if they wish</li> <li>▪ Parents provided the opportunity to request a review of the allegation/s to the Principal</li> <li>▪ Student is placed on a Student Monitoring Book</li> <li>▪ Student remains on this level until their behaviour improves</li> <li>▪ Student’s teachers informed that student is on the behaviour level via email</li> <li>▪ See procedures for Long Suspension and Expulsion outlined in this document</li> </ul>	<p>excursions, camps, sporting events and school functions</p> <ul style="list-style-type: none"> <li>▪ Student may be required to complete after-school detentions</li> <li>▪ Student may be given an in-school suspension</li> <li>▪ Student may be referred to the psychologist</li> <li>▪ Student may be suspended from school</li> <li>▪ Long suspension may be recommended, to be decided on by the Principal</li> </ul>
<b>Red</b>	<p><b>Managed by: Principal</b></p> <ul style="list-style-type: none"> <li>▪ Student</li> <li>▪ Teacher</li> <li>▪ Parents/Carers</li> <li>▪ PS Psychologist</li> <li>▪ Wellbeing &amp; Behaviour Advisor</li> <li>▪ Wellbeing &amp; Behaviour Coordinator</li> <li>▪ Deputy Head of Primary</li> <li>▪ Head of Primary</li> </ul>	<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"> <li>▪ The severity of student behaviour is a major concern to the school</li> <li>▪ Student has shown that he/she does not want to co-operate within the School’s community</li> <li>▪ Student’s presence in the school is detrimental to other students or staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Frequency and intensity of behaviours monitored through behaviour slips, and staff and student interviews</li> <li>▪ Investigation conducted into behaviours and/or specific allegation/s</li> <li>▪ Parents to attend meeting with the Principal and relevant welfare and teaching staff. Where appropriate, student to attend meeting.</li> <li>▪ Student provided with opportunity to respond to and reflect on their behaviour, how they can improve their behaviour choices and make amends</li> <li>▪ Student to be offered a support person if they wish</li> <li>▪ Parents provided the opportunity to request a review of the allegation/s to the Principal</li> <li>▪ Student’s teachers informed that student is on the behaviour level via email</li> <li>▪ See procedures for Long Suspension and Expulsion outlined in this document</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student may be given an in-school or external suspension</li> <li>▪ Long suspension may be recommended, to be decided on by the Principal</li> <li>▪ Student’s continued enrolment may be conditional</li> <li>▪ Student may be placed on probation</li> <li>▪ Student may be expelled</li> <li>▪ Parents may be provided opportunity to terminate student’s enrolment</li> </ul>