

# KESSER TORAH COLLEGE PRIMARY

## SCHOOL DISCIPLINE POLICY

### 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.

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<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

- **Arvus – Moral Responsibility:** The ethical obligation and accountability towards upholding moral principles and making choices that positively impact oneself and others within the school

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community and beyond. This includes being dependable, making good choices, and being accountable for one's actions.

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Behaviour is managed by employing various strategies, including:

- **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.

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. As KTC is a single entity school **Exclusion** does not apply.

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

## 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.

<b>Policy &amp; Procedure</b>	KTC High School Discipline Policy	<b>Comment</b>
<b>P&amp;P Owner</b>	Principal	
<b>Prepared by</b>	Academic Administrator	01/11/2023
<b>Change date</b>	31 / 03/ 2024	Minor updates to position titles and formatting
<b>Date for Review</b>	10/02/2026	