Be a Mensch - Behaviour Management and Education Policy –
Incorporating Bullying Prevention and Management (reviewed April 2019)

1. **RATIONALE**

   Policy Statement

   The aim of the *Be a Mensch Policy* is to ensure that the school is a safe and supportive environment for all members of the Carmel School community. The policy chooses to identify positive behaviours and encourage all members of the community to act like a Mensch.

   This policy will;

   - Provide a learning environment where individual differences are appreciated and accepted,

   - Model behaviour that shows tolerance and acceptance at all times by all members of the community.

   What is a Mensch?

   A Mensch is a person who is admired, respected and trusted because of their sense of what is right and fair. They are a compassionate and responsible role model who gives of their best, displays a fundamental decency, sense of ethics and respect for mankind and the environment.

   What you do not want others to do to you, do not do to them.
   Hillel, Pirke Avot

   Carmel School aims to provide a safe, secure and caring environment for our children to grow in harmony. Our School does not tolerate bullying or disruptive behaviour and expects all members of the School Community to treat each other with respect and dignity

2. **WHOLE-SCHOOL COMMUNITY AGREEMENTS**

   Students, teachers, parents, caregivers and members of the wider school community have a shared understanding of their rights and responsibilities to create a safe and supportive environment, promoting Mensch-like behaviour. These are detailed in the Carmel School Handbooks. BEHAVIOUR MANAGEMENT

   The School Community recognises the need to provide a secure and safe environment to enable students to reach their potential in all aspects of their schooling. The School adopts a holistic approach to behaviour management, using tiered responses to breaches of the Be a Mensch Policy and promoting growth in self-management.
   Carmel School bases behaviour management practices on a restorative approach where students are asked to develop empathy for those around them and take responsibility for any poor choices that might result and breach of the Be a Mensch Policy. The approach to Behaviour Management throughout the School is fair but firm and, where possible, immediate. The School will liaise with individual parents about behavioural problems and difficulties as they arise. The School anticipates and expects parental cooperation and support in this regard.

3. RECOGNITION OF POSITIVE BEHAVIOUR

It is important that students are recognised for their positive behaviour and contributions to School life. At Carmel School, there are numerous ways in which positive behaviour is recorded and recognised both in Primary and High School. Below is a list of some of the ways in which positive behaviour is recognised and rewarded.

- Specific individual/classroom affirmation
- School Colours (HS)
- Outdoor Ed advanced party leaders
- Achievement Awards (PS)
- Academic Merit Certificates (HS)
- Peer Support Programmes
- SRC – Student Leadership (HS PS)
- Learning Area Captains (HS)
- Be a Mensch Medal (PS)
- Merit Awards (PS)
- Seniors Badges (HS)
- Citizenship and leadership awards
- Academic Excellence and Merit Awards (HS)

Consequences and Intervention

There are times when, in order to right behavior, encourage growth and repair and prevent further deviation from our Be A Mensch policy, consequences may be given. The School understands the need to apply different approaches for different age groups. However, each student is treated as an individual and the behaviour modification strategies utilized will meet their particular needs.

Primary School

- Kindergarten - Year 2 students are still egocentric and require varying amounts of assistance to modify their behaviour. A great deal of adult intervention may be required to model and facilitate appropriate behaviour for some students. Staff adopt the Guidance Model and PATHS.

- In Years 3 - 6 it is expected that most students are able to self-regulate and are intrinsically motivated to behave appropriately. It is however recognized that many students require extra assistance and to support these students the following system has been put in place to ensure all students can learn and teachers can teach in a safe and cooperative environment.

  - Teacher initiated consequences – counselling
  - Shadowing during breaks by a staff member who will model, instruct and highlight appropriate behaviour
  - Lunchtime detentions
  - Exclusion from special events e.g. excursions, camps etc.

- After school detentions (constructive duties apply during this time)
- Internal Suspensions (constructive duties apply during this time)
- External Suspensions
- Expulsion

Recording of student behaviour

Records of student behaviour, both positive and negative, will be recorded on our Learning Management System.

- SEQTA Teach – Student pastoral care and behavioural records
- Incident Report Proforma
- Student Pastoral Review Process and Action Plan

Community Building

Carmel School is a true community school. We aim to build positive relationships between our students, staff, parents and the wider Jewish community. Below are a list of strategies employed by Carmel School to explicitly teach students how to behave in a school and community setting, as well as build a culture of kindness, empathy and respect.

Strategies

Ethos

Be a Mensch Policy links directly to the Carmel School Ethos that provides safety, supports a sense of connectedness and encourages open communication for students, staff and parents.

- Bystander awareness and intervention
- Positive peer support and influence
- School connectedness
- Open communication

Student Management & Support

Carmel School encourages empathy, problem solving and positive action. This is done through

- Restorative Practices
- Peer Support
- Student social competencies
- Cooperative work with parents

Family Links

Carmel School aims to increase parents' knowledge, attitudes and skills to talk with their children about friendship, respect, empathy and prevention of bullying and how to cope effectively should it occur. This is done through

- Assembly Items
- Newsletter / Kesher Items
- Parent Handbook
- Parent information and orientation sessions

Classroom Practice

Creating a common understanding of mensch-like behaviours, building the social skills and resilience of students.
- Classroom management
- Student grouping and social architecture
- Class meetings
- Teacher modelling and explicit structured activities e.g. role play

Physical Environment

Positively modify the school's physical environment to reduce behaviour management issues and bullying
- Seating and social areas that allow for pro-social behaviour
- Peer supporters
- Identifying problem areas and establishing safe areas – staff duty

Classroom and Broader School Curriculum

Be a Mensch Policy is embedded in the curriculum through explicit and incidental learning opportunities. A range of resources are available to staff including:

- Keeping Children Safe curriculum
- Federal and State Cyber-Safety resources
- Friendly Schools
- 7 Habits
- Restorative Practices
- Guidance Model
- The PATHS (Promoting Alternative Thinking Patterns)
- School Drug Education and Road Awareness Resources (Challenges and Choices)
- Pirkei Avot (Ethics of the Fathers)

- An understanding of what constitutes a positive and co-operative learning environment
- The role of the bystander
- Understanding the School's *Be a Mensch Policy*

Attitudes
- Empathy building
- Positive social norms and normative expectations encouraging and promoting Mensch-like behaviour
- Peer support
- Being inclusive
- Being cooperative and empathic
- Resisting negative group pressure
- Self-acceptance and self-respect

Skills
- Social skill development and social problem solving;
- Being assertive and not acting aggressively
- Resolving differences constructively, using conflict resolution techniques
- Helping others to promote a safe and positive learning environment
- Students' ability to reflect about their behaviour

New staff, relief staff and support staff

- Line managers/administrators to discuss *Be a Mensch Policy* with new staff as part of the induction process

4. BULLYING BEHAVIOUR

4.1 What is Bullying?

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved. These include the alleged bully, the target / recipient of the bullying behavior and bystanders. A bystander is someone who sees the bullying or knows that it is happening to someone else.

Further information on types of bullying can be found here.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. While fighting between two students of equal power is of concern, it is not bullying. It is the presence of a power imbalance that distinguishes bullying from fighting, conflict, violence and disagreement. Acts of physical violence will be dealt with in accordance with the School's discipline policy and procedure contained within this document.

Behaviours that do not constitute bullying include:

1. mutual arguments and disagreements (where there is no power imbalance)
2. not liking someone or a single act of social rejection
3. one-off acts of meanness or spite
4. isolated incidents of aggression, intimidation or violence.

Is teasing bullying?

Teasing, done in mutual fun and jest, where all individuals are involved and feel capable of responding, is not bullying. However, there comes a point where teasing can become bullying when considered in the light of the above definition. However, these conflicts still need to be addressed and resolved which will be done by the class teacher (primary) or Dean of Students (secondary). If necessary, these incidents will be referred to the Head of Primary / Secondary.

4.2 Reporting bullying

Allegations of bullying can be raised with any member of staff that the pupil or parent feel comfortable sharing the information with. Parents and students can raise the issue either in writing (preferable) or in person.

This information will be shared with (either in writing or a record of the conversation) the Head of Primary, Head of Secondary or the Principal. An allegation of bullying is a serious matter and will be handled with professionalism, in confidence and with sensitivity.

4.3 School response to bullying

If a student makes an allegation of bullying, either personally or via their parent(s), the staff member will:

- Listen carefully and calmly, and document what the student says. (Staff member will clarify if there are immediate safety risks and let the student know how these will be addressed).
- Collect additional information by speaking to all students involved, including bystanders. Records will be kept of all conversations.
- Notify parents of parties involved and inform them of the incident and course of action. This plan will be recorded on an Individual Behaviour Plan and will be reviewed at agreed upon intervals until resolution.
- Discuss a plan of action with the students, informing the students and the parents of what the next steps will be.
- In most cases there will be a consequence and/or guidance / counselling for the alleged bully. Counselling will also be offered to the recipient of the bullying and the bystanders involved. This will include the provision of suggestions on what to do if the bullying occurs again.
- Set a date for follow up review/s.
- Record the incident in the school's student data management system.
- Students who continue to bully and not remedy their behaviour will face the consequences of in school suspension, out of school suspension and possible expulsion.
- Students should also be aware that students with a track record of bullying and a repeated record of mean behaviour on the school records management system (SEQTA) may find themselves excluded from extracurricular school activities and /or ineligible for leadership positions at the school.

4.4 Bystanders to bullying

Most students are not directly involved in bullying although many can be affected as bystanders, these students can play a vital role in the prevention of bullying by supporting students who are bullied, telling someone to seek help for that person and influencing their peer group to refrain from bullying others.
Bullying is more than a relationship between students who bully and students who are bullied. It is a social relationship involving group values and group standards of behaviour which requires consistent action across the school community to achieve positive change.

A bystander is someone who sees the bullying or knows that it is happening to someone else.

Bystanders can be identified in the following categories:

- **Supporters –** Support the person bullying, either by helping the child to bully the other person or by encouraging the person bullying
- **Spectators –** Gather or deliberately stay to watch the incident (sometimes from concern and sometimes for enjoyment)
- **Witnesses –** Are aware that the incident is occurring (know about the bullying or see it from a distance)

Within each group there may be potential victims who are afraid they could be bullied next and this may influence their decision-making when deciding what to do.

What can bystanders do?

If a student sees another student being bullied he or she could:

- Ask a teacher or support person for help.
- Let the person doing the bullying know that what they are doing is bullying.
- Refuse to join in with his or her bullying and walk away.
- Support the student who is being bullied.
- Support their friends and protect them from bullying by being there for them (people who are alone are more likely to be the target of bullying).

Links to other School Policies

- Parent Code of Conduct Policy
- Staff Code of Conduct Policy
- ICT Acceptable Use Policy
- Mobile Phone Policy
- Camp and Excursion Policy
- Marketing and Public Relations Policy – confidentiality

5.   PLANNING AND REVIEW

Provision for ongoing review of policy, procedures, program's and structures.

The development of the whole-school plan for addressing bullying and behaviour management will be part of an ongoing, collaborative planning and review process including specific methods of:

- Monitoring and evaluating the whole-school policy and practice that includes input from the entire school community, particularly students, parents and the wider community.
- Maintaining awareness raising activities to periodically reaffirm the School's stand on bullying and reach new school community members.
- Maintaining action on bullying, providing, safe, and productive learning environment as a high priority.
- Identifying resources (including staff and time) committed to the review and maintenance of the policy

High School Intervention Flowchart

Carmel School Bullying Policy – Executive Summary
(Updated Jan 2019)

While it is our hope that all Carmel students behave with kindness and are inclusive at all times, there may be times when students act inappropriately towards one another. This policy aims to give guidance to parents, students and teachers regarding the response and protocol if and when bullying occurs.

Definition of Bullying
Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).
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