



**Be a Mensch - Behaviour Management Policy – Incorporating
Student Safety, Bullying Prevention and Management
of Students' Behaviour**

Carmel School aims to provide a safe, secure and caring environment for our children to grow and develop a sense of belonging. Our school does not tolerate bullying nor disruptive behaviour and expects all members of the school community to treat each other with respect and dignity.

The policy chooses to identify positive behaviours and encourage all members of the school community to act like a Mensch.

1. 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 humankind and the environment.

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

Through this policy students, teachers, parents, caregivers and members of the wider school community will have a shared understanding of their rights and responsibilities to create a safe and supportive environment, promoting Mensch-like behaviour.

2. Behaviour Management

The School 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 Behaviour Management Policy and promoting growth in self-management.

Carmel School bases behaviour management practices on a restorative approach where students are guided and supported to develop empathy for those around them and take responsibility for any poor choices. Carmel School explicitly forbids the use of any form of child abuse, corporal punishment, or other degrading forms of punishment. The School will liaise with individual parents about behavioural challenges and difficulties as they arise. The School anticipates and expects parental cooperation and support in this regard.

Carmel School employs the following to support students and families as a part of the School's behaviour management processes:

3. Partnerships With Families

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

These messages may be communicated through -

- Assembly items
- Newsletter/Kesher items
- Direct communication with parents (email, phone call, meetings)
- Parent Handbook
- Parent information and orientation sessions
- Parent/teacher/student interviews

4. School Curriculum

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

- Carmel School values
- Keeping Children Safe curriculum
- Federal and State cyber-safety resources
- Restorative practices
- Guidance Model
- The PATHS program (Promoting Alternative Thinking Patterns)
- School Drug Education and Road Awareness Resources (Challenges and Choices)
- Pirkei Avot (Ethics of the Fathers)
- eI - Pulse
- Years 6 – 12 diary and wellbeing journal
- WA Curriculum and Yahadut curriculum /Jewish Life and Learning
- U R Strong

5. Classroom Practice

We create a common understanding of mensch-like behaviours, building the social skills and resilience of students, through:

- Effective classroom management
- Class groupings and social architecture
- Class meetings, mentor group and year group meetings
- Explicit structured activities to develop and understanding of what constitutes a positive and co-operative learning environment;
 - Empathy building
 - Clear expectations supporting school values and encouraging and promoting Mensch-like behaviour
 - Peer support

- 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 on their behaviour

6. Physical Environment

We structure and monitor the School's physical environment to reduce behaviour management issues and bullying. These may include:

- Seating and social areas that allow for pro-social behaviour
- Peer supporters
- Identifying problem areas and establishing safe areas – staff duty

7. Recognition Of Positive Behaviour

Students are recognised for their positive contributions to school life. At Carmel School, there are numerous ways in which a positive contribution is recorded and recognised, both in Primary and High School. Below is a list of some of the ways in which this is recognised:

- Specific individual/classroom affirmation
- School Colours and Honours (HS)
- Peer Support Program
- Student leadership opportunities
- Be a Mensch medal (PS)
- Merit Awards (PS)
- Seniors badges (HS)
- Citizenship and leadership awards
- Academic excellence and merit awards (HS)

8. Student Safety

The School prioritises student safety and recognises that in order to be safe, students may have different needs to be met. The School is guided by the National Principles for Child Safe Organisations developed by the Australian Government. (see Appendix 3) and relevant legislation.

The School is committed to providing a safe and inclusive environment for all students, and will not tolerate any behaviour that will offend, insult, humiliate or intimidate students on the basis of race, religion, sexuality or gender. Any behaviour of this nature

will be addressed in accordance with behaviour management policies. In addition, the School will:

- Treat any student disclosures with respect and attention to the student's need to feel heard, believed, and safe.
- Communicate information discreetly and as appropriate with families and teachers.
- Work with families and relevant professionals regarding individual management plans whilst at school.

The School is committed to providing a safe physical environment for all students and will consider all physical needs, temporary or permanent, when allocating classrooms.

In addition to other policy guidelines on classroom practice, the School protects the safety of students with different learning needs through the following:

- The operation of the Students at Academic Risk Committee (SAER) consisting of the Head of Secondary, Director of Student Development and Wellbeing, School Psychologist and Learning Support Coordinator. The SAER committee liaises with all school staff and parents on the referral, diagnosis, and management of students with specific learning needs.
- Accommodations for classwork and assessment in line with guidelines from the School Curriculum and Standards Authority and ACARA.
- The development of educational plans for students as required and regular briefing of teachers on these plans and accommodations for students with different learning needs.
- The identification of specific social and emotional needs of these students and the incorporation of supportive strategies in their educational plans.

The School is committed to ensuring that any complaints from students or families regarding safety are treated seriously and responded to appropriately through:

- Raising awareness of the School's formal complaint procedures for staff, students, and families.
- Responding to complaints in a timely manner.
- Inviting and including relevant school staff, external professionals, trusted adults and support people in meetings and discussions about complaints as appropriate.
- Documenting the nature, progress and resolution of the complaint.

9. Intervention and Consequences

The School understands the need to apply different approaches for different age groups and at different times. Specific behaviour modification strategies and consequences are utilised to support the students' needs and address their behaviour.

- 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 access aspects of the Guidance Model and PATHS program.
- In Years 3 – 12, it is expected that most students are able to self-regulate and are intrinsically motivated to behave appropriately. It is recognised that many students require 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:
 - Years K – 6 - see Appendix 1
 - Years 7 – 12 – see Appendices 2 and 3
- Students with a history of bullying behaviour on the School's learning management system (SEQTA) may find themselves excluded from extracurricular school activities and/or ineligible for leadership positions at the School.

10. Recording of Student Behaviour

Records of student behaviour, both positive and negative, will be recorded on our learning management system.

- SEQTA – student pastoral care and behavioural records
- Daily review cards and behaviour plans as appropriate during the intervention
- Student pastoral review process and action plan

11. Bullying Behaviour

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

Single incidents or conflicts between equals, whether in person or online, are not defined as bullying. While physical or verbal conflict 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 Behaviour Management Policy and Procedure outlined in the Appendices.

Behaviours that do not constitute bullying include:

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

b 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 Director of Student Development and Wellbeing (secondary). If necessary, these incidents will be referred to the Head of Primary/Secondary.

c Reporting bullying

Allegations of bullying can be raised with any member of staff with whom the student or parent feels comfortable sharing the information. 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.

12. 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. (The staff member will clarify if there are immediate safety risks and let the student know how these will be addressed).

- Ensure the student produces a written account of the incident where possible.
- 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.
- Discuss a plan of action with the students, informing the students and the parents of what the next steps will be. This may also include an Individual Behaviour Plan which will be reviewed at agreed upon intervals until resolution.
- 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 SEQTA.
- Students who continue to bully and not remedy their behaviour will face the consequences of in-school suspension, out of school suspension and possible recommendation from the Principal to the board, to terminate their enrolment.

13. Bystanders to bullying (refer to Student Code of Conduct)

A bystander is someone who sees the bullying or knows that it is happening to someone else who can play a vital role in the prevention of bullying. They do this by encouraging someone to seek help and influencing their peer group to refrain from bullying.

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.

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.

If a student sees another student being bullied they 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 peers and protect them from bullying by being there for them (people who are alone are more likely to be the target of bullying)

Appendix 3 – Carmel School student behavioural intervention process

Appendices

Appendix 1 - Primary School Positive Behaviour Action Plan

As stated in the Be A Mensch Policy, Carmel Primary School students are expected to regulate or co-regulate their behaviour to ensure everyone feels safe at school and can achieve to the best of their ability. Staff and students have the right to be treated with dignity and respect.

The educators at Carmel Primary School engage with the most current professional learning opportunities so that they have a deep understanding of what student behaviours are communicating and how best to provide the necessary support. The majority of educators:

- have completed Team Teach; a program that emphasises the importance of implementing strategies that mitigate student dysregulation and escalations.
- are educated on trauma informed practices and support students using their knowledge and understanding.
- understand the sensory profiles of the students in our school and adjust the environment accordingly.
- deliver the curriculum using developmentally appropriate pedagogy.
- collaborate with their students to formulate age-appropriate behaviour expectations stated in class agreements, which are maintained consistently.
- utilise education plans and regularly comment upon and adjust the strategies on these working documents. Information and suggested strategies provided by therapists and other health professionals are included and followed in a proactive manner.

In the K-2 years it is acknowledged that students are still egocentric and require varying amounts of assistance to co-regulate their behaviour. A great deal of adult intervention may be required to co-regulate, model and facilitate appropriate behaviour for some students. In these year groups Carmel School staff adopts the guidance model where the student is supported by a staff member who will co-regulate, model, instruct and highlight appropriate behaviour until the student is ready to rejoin the group without adult guidance.

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 recognised that many students require extra assistance. To support these students, the following system has been put in place to ensure that everyone can learn in a safe, respectful and cooperative environment.

- Each student can accrue three warnings over the period of one day. The warnings are given for behaviour that has been clearly articulated and is disruptive to learning or compromises the safety and well-being of school community members. A record of the warning is kept by the educators and they are reminded that it is very important that they regulate their behaviour and do not receive further warnings.

Appendix 3 – Carmel School student behavioural intervention process

- On the third warning, the student will complete a behaviour reflection proforma. Staff will complete the pertinent section of the reflection sheet and during this 15 minute lunchtime session the student will complete the rest of the sheet and engage in discussion with the Head of Primary (HOP) or Head of Jewish Studies regarding more effective behaviour options for the future.
- After three lunchtime behaviour reflections in a term, the student will complete an after-school reflection from 3:15-4:00 with HOP. This time will be devoted to further analysis, discussion and forward planning for positive behaviour changes.
- Three after school detentions will result in an in-school suspension. Students may also be excluded from special events or activities at this point. A behaviour management plan will be implemented to support the student.
- External suspension and expulsion follow the previous stages and will be implemented by the Head of Primary (HOP) in conjunction with the Principal.

The School will liaise with individual parents at each stage regarding behavioural difficulties as they arise by phone, email or pre-arranged meetings. In the initial phase, classroom teachers will email parents to inform them of a child's detention and the reason for this action. The School anticipates and expects parental cooperation and support in this regard. All correspondence will be placed on SEQTA.

Serious or dangerous behaviour, including violence and aggression and highly disruptive actions will not be tolerated in any year level and will result in the student being immediately removed from the learning environment.

This action plan is designed to support all staff and students so that our school maintains an environment that is safe, engaging and conducive to learning.

Appendix 3 – Carmel School student behavioural intervention process

Appendix 2 - High School Consequences

Consequences in the High School include:

- teacher initiated consequences, beginning with support to modify behaviour
- 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
- recommendation by the Principal to the Board for termination of enrolment.

Appendix 3 – Carmel School student behavioural intervention process

| Level | Behaviour | Response | Staff involved | Consequence |
|-------|--|---|-----------------------|--|
| 0 | Classroom level issues - talking, off task, annoying others, using ILT at an inappropriate time. Everyday issues | Teacher discusses behaviour and expectations, and student corrects concern identified. Behaviour may be contrary to the Carmel School Student Code of Conduct. | Teacher | Counselling Student moved or isolated within the classroom |
| 1 | Minor Category - behaviour not corrected by student, e.g., repeated littering, repeated inappropriate use of ILT or uniform issues or repeated incomplete homework. | Student is counselled and held back at break by teacher to address concern. Teacher adds pastoral care note to SEQTA informing “coordinators” - Mentor (M), Director of Student Development and Wellbeing (DOSDW) and Head of Learning Area (HOLA). Teacher informs student that their behaviour has been recorded. HOLA may counsel student. Parents may be informed. | Teacher, HOLA | 30-minute behavioural intervention may be issued. |
| 2 | Repeated Category 1 (three or more incidents in a fortnight or less) or: <i>Mid-level</i> behavioural issue or failure to follow instructions/meet School expectations in or out of class or: Disrespecting a teacher or refusing / arguing back after instruction. Behaviour that potentially harms another student, physically, mentally or emotionally. | Student is counselled by teacher and/or HOLA and/or DOSDW. Buddy class (usually older students) may be used if student needs to be removed. Teacher to add pastoral care note to SEQTA informing M, DOSDW and HOLA. Teacher will communicate with student and parents re rationale for detention. DOSDW to communicate with parents if an issue exists across multiple subjects. | Teacher, HOLA, DOSDW | One hour (afterschool) behavioural intervention administered. |
| 3 | Repeated Category 2 or <i>High-level</i> behavioural issue or failure to follow instructions/meet School expectations in or out of class. Student safety (both self and others) threatened. | Student counselled by teacher and DOSDW. Buddy class may be used if a student needs to be removed. Teacher to add pastoral care note to SEQTA informing all levels and contacting parents. Student may be placed on daily review DOSDW to contact parents. | Teacher, HOLA, DOSDW | Another one-hour after school behavioural intervention issued. Internal Suspension applied where appropriate. |
| 4 | Repeated Category 3 or <i>Serious</i> behavioural issue or failure to follow instructions/meet School expectations in or out of class. (drugs and alcohol, bullying, assault). Behaviour seriously compromises student safety. | Student counselled by HOS and DOSDW. Parents informed by HOS or DOSDW. Student may be placed on daily review. Recommendation for removal from School in extreme situations or because of repeated poor behaviour. Follow-up - HOS to add pastoral care note to SEQTA informing all levels. Student interviewed by DOSDW or HOS prior to serving suspension and after completing suspension. Conditions for rejoining School may be set at this stage. | DOSDW, HOS, Principal | Suspension (internal or external based on situation) set by DOSDW in consultation with HOS or Principal. |

Appendix 3 – Carmel School student behavioural intervention process

Appendix 3 – National Principles for Child Safe Organisations

The National Principles are:

1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
3. Families and communities are informed and involved in promoting child safety and wellbeing.
4. Equity is upheld and diverse needs respected in policy and practice.
5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
6. Processes to respond to complaints and concerns are child focused.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
9. Implementation of the national child safe principles is regularly reviewed and improved.
10. Policies and procedures document how the organisation is safe for children and young people.

© Australian Human Rights Commission 2018. Acknowledgements: An Initiative of the Council of Australian Governments. The Australian Human Rights Commission acknowledges the National Principles for Child Safe Organisations project is funded by the Australian Government Department of Social Services and the National Principles have been developed under the oversight and guidance of the Community Services Ministers across all jurisdictions.

Available at: https://childsafe.humanrights.gov.au/sites/default/files/2019-02/National_Principles_for_Child_Safe_Organisations2019.pdf