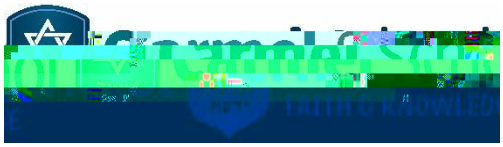

Be a Mensch- Behaviour Management Policy Incorporating Student Safety Bullying Prevention and Management of ^ š µ v š • [Z À] } µ Œ

Review annually

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 or 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 mankind 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 behaviour management processes

3. Partnerships With Families

Support the student who is being bullied

Support theirpeersand protect them from bullying by being there for them (people who are alone are more likely to be the target of bullying)

Appendix3 t 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 and 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 developing 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 distress and de-escalations.
- are educated on trauma informed practices and support students using their knowledge and understanding.
- understand the sensory profiles of the students in 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 additional 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

Appendix3 t 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 arranged meetings. In the event of serious 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 way 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.

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