Bialik College	**Positive Behaviour Policy** **Incorporating Student Code of Conduct and The Bullying, Harassment & Violence Appendix**
Authority	Who authorises the policy: College Principal Date of next review: May 2025
Who does the policy apply to?	All members of the Bialik College community.
When does the policy apply?	At school and at all school related events and activities.
Policy	All members of the Bialik College community have the right to a safe and caring environment which promotes learning, personal growth and positive self-esteem. It is particularly important for each student to feel a sense of connection, to live the values of the College, and to feel and be safe. Bialik is committed to establishing an environment that allows this to flourish. Bullying, harassment or violence in any form is unacceptable at our school.
Code of Behaviour	**Policy Rationale:** The Code of Behaviour is based on the expectation that students, parents and staff work together in an environment of trust and mutual respect. This must be displayed in all communications and interactions. **Values:** Bialik College is built on a clear set of core values. These values are respect, integrity, perseverance, empathy and responsibility. Respect: יהי כבוד חברך חביב עליך כשלך *'Let the honour of your friend be as dear to you as your own'* (Pirkei Avot 2:10) Respect involves recognition of another's worth and dignity. It means acting with consideration and appreciation of people, places and ideas. Self-respect means behaving in a manner that honours the best in oneself, one's family and one's community. Integrity: נאה דורש ונאה מקיים תלמוד בבלי, *'Do not be wise in words, be wise in deeds'* (Jewish proverb). Integrity means living in a manner where one's behaviour is consistent with principles and beliefs. Conducting oneself with integrity is to be honest, genuine and reliable. It is based on being truthful with regard to the motivations for one's actions. Perseverance: מעז יצא מתוק *'From challenge comes sweetness'* (Shoftim/Judges 14:14) Perseverance is the ability to show commitment, patience and determination when seeking to fulfil goals. It involves maintaining a clear direction despite challenges, and is related to the quality of courage in that both are needed to confront and overcome difficulties. Empathy: ואהבת לרעך כמוך *'And you shall love your neighbour as yourself'* (Vayikra/Leviticus 19:18). The ability to feel the emotions of another person, empathy underlies caring and compassionate relationships. To behave with empathy is to identify sincerely with another's feelings and to put oneself emotionally in his or her place.

	Responsibility: אם אין אני לי מי לי ? וכשאני לעצמי, מה אני? ואם לא עכשיו, אימתי? *'If I am not for myself, who will be? If I am only for myself, what am I? And if not now, when?'* (Hillel) To demonstrate responsibility is to be answerable and accountable for one's actions and inactions. Integral to responsibility is an awareness of one's obligations and a willingness to fulfil them, generated from within. It means being able to make amends, instead of excuses.
Expectations	**All members of the College community are expected to:** • Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. • Behave in accordance with the College's five core values of respect, integrity, perseverance, empathy and responsibility. **Students are expected to:** • Participate actively in their own learning. • Demonstrate the College's core values in all their actions. • Acknowledge the rights of others, including the right to learn. • Cooperate with staff to achieve a successful partnership. **Parents / carers are expected to:** • Work together with the College in the development and wellbeing of all members of the Bialik community. • Cooperate and support the College in order to achieve the best outcomes for their child, both in and out of the classroom and college. • Have an active interest in their child's schooling and progress. **Staff are expected to:** • Provide a safe learning environment for their students. • Respect, acknowledge and provide for the differences in students' abilities and methods of learning. • Create a team approach with each student and their parent/s to ensure optimal learning opportunities. **Celebrating the Positives** When expectations are met or exceeded it is essential that students feel recognised for their achievements. This will be done by noticing and naming positive behaviours of students. It may also include certificates or awards, recognition at assemblies, at Celebration Evening or other events. **Managing Inappropriate Behaviour** When expectations are not met, students' negative behaviours must be managed and appropriate consequence enacted. Using the philosophy of Restorative Practice, the aim of all consequences, adopted in response to inappropriate behaviour, is to restore harmony. It is imperative that there is an understanding that the guidelines set out below need to be used with discretion. Every child is different and has different capabilities associated with different circumstances. These factors must be considered when reviewing behavioural choices and selecting appropriate consequences.

Restorative Practice

The philosophy of Restorative Practice is utilised to assist students in understanding their behaviour, its consequences and its impact on others. The priority will be to repair any damage that may have resulted, including restoring relationships.

Classroom Behavioural Management

Classroom teachers may be required to manage the behaviour of students and will do so according to the age and stage of the children. This management will be different within each sub-school and may follow specific guidelines developed for that specific area of the school. For example, within the Middle School, teachers will use the 'Steps For Positive Behaviour' guidelines, which are posted throughout the Sub-School, to help students and teachers understand how inappropriate classroom behaviour will be managed.

In order to diffuse or resolve conflicts, a staff member, at their discretion, may withdraw student/s from class in order to develop an understanding of a situation. This would occur if it was deemed to be in the best interest of the student and/or the College community.

Year Level Coordinators & Heads of School

On rare occasions, when a teacher's management of a student's behaviour has not been successful or when a major incident occurs beyond the classroom, a Year Level Coordinator (Middle & Senior School) or a Head of School may become involved.

The Parent Handbook

Individual and sub-school specific behavioural rules and guidelines are outlined in the Parent Handbook. These include uniform, grooming, piercings & jewellery, chewing gum, mobile phone, alcohol, smoking, vaping, substance abuse, lateness, general attendance, respect of property, behaviour, bullying and harassment.

The management of breaches of these rules, both inside and outside of the classroom, may involve a range of people to effect positive behavioural change. The people involved could include: Parents, Teachers, School Psychologists, Coordinators, Head of School and/or College Principal.

Appropriate consequences will be administered with the following actions being considered*:

- Staff instruct the student to desist from inappropriate behaviour.
- Staff to move the student to a different location within the classroom or activity.
- Staff member to remove the student from the classroom or activity for a short period of time (usually 10 minutes).
- Staff member to send the student to the relevant Year Level Coordinator or Head of School.
- Discussion with appropriate teachers / staff in the form of a Restorative Chat.
- Self-Reflection - may be written or oral, depending on requirements

	and age of the student. • Mini- Conference – involving parents, student, teacher and other appropriate staff in order to discuss a way forward. • Counselling of student with feedback to parents. • Lunchtime Detention – which may include cleaning, other duties and/or documenting their misbehaviour. • Afterschool Detention – which may include cleaning or other duties and/or copying out of behavioural guidelines or documenting their misbehaviour. • Behaviour Modification Plan – requiring the student to obtain immediate written feedback following each lesson for a fixed period of time. • Internal Suspension – For serious misdemeanours, the student is isolated from peers and given different recess and lunch breaks for an appropriate period of time. Teachers will be informed of suspension and adequate work provided for the student. A reintegration meeting may be held with the Head of School and/or College Principal before the student returns to regular classes. • External Suspension – For very serious misdemeanours, the student is not permitted to attend any school related activities for a set period. A reintegration meeting is held with the Head of School and/or College Principal before the student returns to campus. • Expulsion – Only issued by the Principal or delegate for the most serious breaches of the College expectations. Assistance will be provided in locating a more appropriate educational environment that meets the needs of the student. The following policy will be adhered to wherever possible. However, where the College is bound by legal and mandatory reporting requirements these will take precedence in the event of a conflict with the policy. ***Bialik College does not permit the use of corporal punishment or any type of physical discipline including restrictive intervention**.
Bullying, Harassment & Violence	Bullying and violence can have a tremendous impact on individual children and the school community as a whole. For that reason, Bialik College has developed a comprehensive approach to managing incidents of bulling which can be found below, as an appendix to this policy.
Related Documents	• Duty of Care Policy • Primary Code of Behaviour • Bialik College Parent Handbook • College Survey on Bullying (Years 6-12) • College Survey on Teasing and Bullying (Years 2-5)

Appendix 1	**Bullying Harassment & Violence**
Why do we have this appendix?	• To protect everyone in the Bialik College community. • To reinforce within the School community what bullying and harassment are and the fact that they are unacceptable. • To provide a fair, safe and supportive environment, free from all forms of harassment, that promotes personal respect and in which all students can maximise their learning. • For all members of the School community to be alert to signs and evidence of bullying and harassment and to exercise their responsibility to report it to staff, whether as observer or target. • To ensure that all reported incidents of bullying and harassment are followed up appropriately and that support is given to both targets and bullies. • To identify students in need of assistance or support and to develop their ability to cope with challenge and stress.
Definitions	**Bullying** **A person is bullied when they are intentionally exposed <u>regularly and over time</u> to negative or harmful actions by one or more people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. Bullying:** 1. can be a repetitive attack causing distress at the time of the attack and also by the threat of future attacks. 2. usually involves an imbalance of power. 3. can occur due to the target's perceived 'difference', i.e.: culture, gender, intellect, race, sexual orientation, socio-economic status, ability/disability, body size or allergies. 4. may take the form of verbal [name-calling, threats, put-downs] • physical [hitting, tripping, stealing, poking] • social [ignoring, hiding, ostracising] • psychological [dirty looks, spreading rumours, hiding and/or damaging possessions] • electronic [nastiness spread via email, SMS, in chat rooms and on websites such as Facebook, Instagram, Kik or WhatsApp etc. • inappropriate online behaviour may be bullying and the school may take action even if the behaviour has occurred outside school. **Bullying is Not** • arguments or disagreements • social rejection, unless accompanied by deliberate and repeated attempts to cause a specific student distress; students have a

	right to choose their friends and the polite and friendly rejection of a friendship is not bullying • aggressive behaviour that occurs only once or is random in nature • the reasonable and legitimate actions of a staff member in managing unacceptable student behaviour. **Harassment** • is the exertion of power by one person over another which makes that person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated or angry • is unwelcome, unreciprocated and usually repeated. **Violence** Unlike bullying and harassment, violence is not necessarily associated with an imbalance of power. It can occur between people of equal power. It implies extreme forcefulness, usually [but not always] of a physical kind.
Guidelines	**Implementation** Bialik College primarily adopts a preventative approach to bullying/harassment, with our priority being the promotion of a positive and caring environment. An example of Bialik's proactivity is our membership of the Safe Schools Coalition. **Pastoral - Students and Parents:** • Students and parents are made aware of the sources of support within the College and how they can seek that support. This group includes Homeroom/Class Teachers, Year Level Coordinators (YLC), Heads of School (HOS) or School Counsellors/Psychologists. • Parents are encouraged to make contact if they become aware of harassment or bullying problems being experienced by their children. In the first instance this is always either the Homeroom/Class Teacher or the YLC. Should there be further concerns the issue should be raised with the HOS. • Transition procedures are implemented for new students to feel comfortable and welcome. This includes the allocation of buddies for all new students in Years 4 - 12. Students are encouraged to involve themselves in lunchtime clubs and co-curricular activities together with other interest groups. • YLC's, HOS's and Homeroom/Class Teachers remind students at the start of each year of the College's view on bullying, harassment and violence. **Pastoral - Staff:** • Every Class Teacher is expected to promote a safe and supportive learning environment where the rights and responsibilities of all

	group members are respected. • Information is provided regularly to staff members regarding identified at-risk students, particularly those new to Bialik, or those who may have experienced problems in the past. • Staff members are rostered on yard duty before/after school, at recess and at lunch breaks. There is provision for professional development for staff [particularly YLC's] relating to bullying, harassment and the strategies to counteract them.
Response	**Responding to Incidents of Bullying or Harassment:** • Reported instances of bullying, harassment or violence are promptly, constructively and confidentially investigated by the class/homeroom teacher, YLC or HOS. This process usually involves interviews with - the alleged bully, target and witnesses. All incidents or allegations are documented and filed. • Upon completion of the interview process, parents of target and bully are informed, and the College's likely course of action is outlined. • For a first offence, possible consequences for the bully could be: • a written, genuine apology to the target, acknowledging negative behaviour and the damage caused. Sighted, copied and filed by class/homeroom teacher or YLC and given to the target. • a piece of reflective writing is completed. Undertaking given that the behaviour won't be repeated. Signed by parents and given to class/homeroom teacher or YLC for filing. A teacher may scribe for a young student when required. • If appropriate, an opportunity for mediation [facilitated by the class/homeroom teacher, YLC, HOS or Counsellor]. • Counselling and support could be offered to: • The target - through general social skills programs, social support and strategies to deal with potential incidents such as friendship issues and assertiveness skills. • The bully - through investigation of alternative strategies, anger management programs, assertiveness skills. • The bully and their parents to be clearly informed of the escalation of consequences if negative behaviour is repeated. Follow up with target to be conducted by class/homeroom teacher or YLC, to ensure that bullying behaviour has not continued.

	Further offences:
	Interview and documentation process to be implemented. Parents to be informed.
	• Target to be given ongoing support and/or counselling.
	• Parents of bully to meet with classroom teacher and YLC or HOS
	• Consequences for ongoing bullying or harassment may involve, (but are not limited to):
	  • Exclusion from class
	  • Exclusion from playground
	  • Withdrawal of privileges
	  • School suspension - the suspension may be internal or external in consultation with the Principal and HOS. A re-entry interview should be conducted by the HOS and attended by the student and their parents/guardian. As a condition of re-entry the bully may be required to attend appointments with a counsellor at the school or at an appropriate outside agency.
	  • An agreement may be drawn up, outlining the school's expectations of the bully's future behaviour and outlining consequences if these are breached.
	  • Expulsion.

Serious Contraventions	**Physical Violence, Sexual Related Bullying & Other Serious Contraventions of this Policy:** • If at any time the abuse is of a sexual nature or is physically violent, an automatic suspension will be implemented. Abuse identified as sexual in nature will be dealt with in accordance with the Child Protection Policy. Prior to the student returning to classes/school, the re-entry interview process will be followed with the HOS and/or Principal. • Students who are suspended or found to be responsible for serious contraventions of the behavioural expectations of the College may be prevented from attending school camps and excursions within the year following the incident, at the discretion of the HOS. • The College may consider expulsion for a very serious breach of this Policy, or repeated lower-level breaches.
Staff Wellbeing	**Supporting Staff Wellbeing:** In the event a member of staff requires further support following a school incident involving students and or families, in the first instance, the staff member and relevant Head of School/Line Manager should discuss the matter and work through any additional support that may be required. When serious matters arise, whereby the exploration of additional support proves insufficient, the staff member and/or relevant Head of School/Line Manager may contact Human Resources for a confidential discussion.