Welfare Policy

Purpose

This policy sets the framework through which Mount Sinai College (MSC) Primary School (PS) manages student behaviour. The policy is designed to ensure that a caring and effective learning environment is provided in keeping with the College's core values.

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 our students, teachers and staff; to develop and foster respect for others; and to provide an environment conducive to learning.

This Student Behaviour Management Policy 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 policy is designed to show procedural fairness when dealing with students who are subject to disciplinary procedures resulting in, but not limited to suspension and expulsion.

Prohibition of Corporal Punishment

The use of corporal punishment is strictly prohibited, and Mount Sinai College does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline.

Behaviour is managed by employing various strategies, including a three-tiered support model, that align with our Six Kinds of Best.

- ***Three-Tiered Support System***:
  - 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 contracts.

- Some students are also supported with individualised behaviour plans. Where necessary, this will involve a functional behaviour assessment and a multi-disciplinary approach with coordination from internal and external professionals.

- ***Explicit Instruction***: Students are explicitly taught the behaviours expected within the classroom and throughout the school day.
- ***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. The students engage in regular lessons using the Mount Sinai College Emotions Wheel and the Six Kinds of Best to assist them to identify and process their emotions.
- ***Consistency***: Ensuring consistency of the behavioural expectations, procedures and routines, and the implementation of positive behaviour strategies, across the primary school.
- ***Records***: Maintaining records of student behaviour through TASS.
- ***Staff Training***: Providing regular and up-to-date training for all teaching staff, in order to develop a repertoire of behaviour management strategies.

Mount Sinai College Positive Behaviour & Values Program - The 6 Kinds of Best

The College's Welfare Policy and practice merges with its pastoral care focus (i.e. the College's 6 Kinds of Best) and other policies (see policy documents).

This program guides students as to their appropriate behaviour. A student's behaviour can be changed and maintained by rewarding students frequently for displaying appropriate Six Kinds of Best behaviours.

The program revolves around the Six Kinds of Best concept which is a model that outlines six core values for becoming a person of good character and for leading a happy and successful life. It frames the core values in a way that students, teachers and parents can remember and apply in everyday situations. It also provides 'anchor points' upon which students can reflect when faced with making difficult decisions and helps them make good choices. The College's view is that it is a 'recipe for life.'

The Six Kinds of Best are:

- Be kind to yourself (respect yourself)
- Be kind to others (respect others)
- Be kind to the environment (value the environment)
- Be the learning kind (seek knowledge and be a lifelong learner)
- Be the achieving kind (achieve your potential)
- Be the community kind (be responsible and contribute positively to society)

The Six Kinds of Best concept uses a play on the word 'kind' to make it memorable and repeatable. The concept and terminology must be used in everyday language. Each Kind of Best has a number of key pointers and examples to illustrate the values.

The Six Kinds of Best concept gives us a framework and a language for teaching and reinforcing values at the College and in the home. Our students become familiar with the six core values and internalise them by using the Six Kinds of Best affirmation.

Positive Rewards

Merit Tokens will be given to students for demonstrating the Six Kinds of Best in all areas of school. Students are aiming to reach a set number of tokens across the Primary School journey:

- Bronze 25 – Recognition Certificate
- Silver – 50 – Recognition Certificate
- Opal – 100 – Recognition Certificate and Ribbon
- Gold – 150 – Recognition Certificate and Medal
- Platinum – 200 – Recognition Certificate and Pin
- Sapphire – 300 - Recognition Certificate and Ribbon
- Ruby – 450 - Recognition Certificate and Ribbon
- Emerald – 600 - Recognition Certificate and Ribbon
- Titanium – 750 - Recognition Certificate and Ribbon
- Diamond – 900 - Trophy
- Avnei Hoshen – 1000 - Trophy

Students will be awarded a certificate once they have reached each level.

Raffle – All Merit Tokens are placed in a raffle box. At weekly assemblies five merits are drawn and the students are allocated an extra 50 house points.

House Trophy – House Points are collected from the Merit Tokens, carnivals and other whole school events. Students will also have the opportunity to earn points for participation and achievement in other school events such as the Chess Competition the Spelling Bee and a variety of other events. At the end of every term the house with the most points will be awarded the house trophy and a surprise.

During weekly assemblies, teachers will have the opportunity to nominate outstanding achievement.

Teacher Specific Reward Systems

Teachers will implement their own class-based incentives and rewards systems within their classrooms which may include raffle tokens, dojos, guesses, stickers, class pets etc.

Reflection

It is essential for students to have opportunities to learn from their mistakes. When placed on Reflection, students are encouraged to thoughtfully consider their actions in an age-appropriate manner and reflect on the impact those actions may have had on others. They are guided to evaluate their behaviour through the lens of our *6 Kinds of Best* and create a plan for how they might respond differently in the future. With the support of a teacher, students approach Reflection with the understanding that mistakes are valuable learning experiences.

Suspension and Expulsion

Internal suspension is the temporary removal of a students from some/all classes and activities that a student would normally attend in a school day, for a set period of time. The suspension occurs within the College grounds.

Suspension is the temporary removal of a students from all classes and activities that a student would normally attend in a school day, for a set period of time. Students do not attend any school activities for a set period of time.

Expulsion is the permanent removal of a student from the school.

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

The College may direct a student not to attend school whilst the school investigates a disciplinary matter that may lead to suspension. This will allow the school to thoroughly investigate the situation and manage any risks that may arise. The College may also use suspension as a disciplinary measure.

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 when 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/parent 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.

The College will implement the principles of procedural fairness by ensuring students:

- Know what the rules are, and what behaviour is expected of them
- Have the decision determined by a reasonable and unbiased person
- Be informed of and have the opportunity to respond, in writing or in a meeting, to any allegations made against them
- Be heard before a decision is made
- Have a decision reviewed.

During the investigation process the Deputy Principal or delegate of the College will:

- Speak to the Police and/or DCJ (Department of Communities and Justice), if required
- Speak to witnesses, documenting facts
- Speak to the student to whom the allegation has been made. Allowing parents to be present should the involvement of the Police or DCJ be required.
- Complete a Risk Assessment, should it be required.
- Provide parents with a preliminary view of the allegation in a meeting. The view will then be confirmed in writing.

Expulsion Procedures

1. Where a disciplinary issue arises which may result in expulsion, the College will investigate the circumstances surrounding the issue. The Deputy Principal or Principal may direct the student not to attend school while the investigation takes place. An investigation will include the student being provided with information about the nature of the allegations and being given an opportunity to respond.

2. If after receiving the results of the investigation and hearing representations from the student, the Deputy Principal forms the view that the student should be expelled, the Deputy Principal will make a recommendation to that effect to the Principal and advise the student and parents/carer that this recommendation has been made.

3. The parents/carer or student may appeal against that recommendation to the Principal, setting out the reasons why the Principal should not act on the recommendation. Any appeal must be provided to the Principal no later than 5 days after the parents/carer have been advised of the recommendation.

4. If no appeal is made within the time specified, the Principal will decide whether to accept the recommendation and advise the student and parents/carer of the decision.

5. If the student or parents/carer have lodged an appeal, the Principal will consider the recommendations and the reasons provided by the student or parents/carer for not following the recommendation and will decide whether to accept the recommendation of the Deputy Principal.

6. The Principal will consult with the Chairman of the College Board before a final decision is made.

7. The Principal will then advise the student and parents/carer of the decision.

8. The decision made by the Principal wi

Level	Who is Responsible	Reasons for Placement on Level	What May Happen at this Level	Length of Time on Level
Teacher Managed	▪ Teacher on class ▪ Playground Duty Teacher ▪ Supervising Teacher ▪ Students	▪ Calling out ▪ Distracting others ▪ Uniform infringements ▪ Imposing on personal space ▪ Disrespecting others ▪ Not following College expectations ▪ Disobeying instructions ▪ Low-level disruptions ▪ Work Refusal ▪ Lateness ▪ Lying ▪ Talking back to the teacher ▪ Talking during assembly or prayers ▪ Taunting/teasing others	▪ Re-direction of behaviour ▪ Verbal warnings ▪ Informal reflection with teacher responsible, during break ▪ Picking up rubbish ▪ Restitution ▪ Tidying of classroom ▪ Removal from immediate area ▪ Brain breaks ▪ Students may be required to make/write an apology ▪ Parent communication ▪ Recording of incident on TASS	N/A
		▪ Technology - Playing games - Off-task - Irresponsible use of i-pads/technology e.g. charging, not storing correctly	▪ Confiscation of i-pads for up to one day.	▪ Maximum of one day
1	▪ Students ▪ Teachers ▪ Parents ▪ K-2 Co-ordinator ▪ 3-6 Co-ordinator	▪ Repeated (3) green level behaviours, despite interventions ▪ Taking others' belongings ▪ Inappropriate bus behaviour ▪ Swearing ▪ Physical aggression ▪ Ongoing taunting/teasing others ▪ Truancy (remain within the College e.g. missing the run, hiding in toilets) ▪ Repeated poor sportsmanship ▪ Use of mobile devices]	▪ Formal Reflection & communication with parents ▪ Possible Parent meeting ▪ Exclusion from play time ▪ Temporary exclusion from bus travel ▪ Check-in/check out ▪ Students may be excluded from participating in or attending sport ▪ Recording of incident on TASS	▪ Minimum of 2 weeks or until behaviour improves

Level	Who is Responsible	Reasons for Placement on Level	What May Happen at this Level	Length of Time on Level
		Technology ▪ Continued Green Level Behaviours ▪ Unauthorised iPad use ▪ Unauthorised use of technology from outside the College ▪ Intentional damage to technology ▪ Downloading of unauthorised material ▪ Searching content with the intent of scaring or exposing other students to inappropriate content ▪ Messaging during class	▪ Restriction of technology access ▪ Removal of technology privileges ▪ Consequences as above	▪ 1-2 weeks or until behaviour improves
2	▪ Students ▪ Teachers ▪ Parents ▪ Deputy Principal ▪ Principal ▪ College Psychologist	▪ Deliberately damaging College property ▪ Stealing ▪ Swearing at a teacher ▪ Intentional physical harm/aggression ▪ Bullying ▪ Intimidation & threats ▪ Truancy – leaving College grounds ▪ Absconding – leaving teaching/play space but remaining on school grounds ▪ Repeated Level Green and Level 1 behaviours, despite interventions	▪ Reflection ▪ Students sent home ▪ Parent communication ▪ Parent Meeting ▪ Internal Suspension ▪ External suspension ▪ Behaviour monitoring booklet ▪ Relevant teachers informed ▪ Students may be prevented from participating in College excursions, camps, sporting events and College functions ▪ Recording of incident on TASS	▪ Minimum of 4 weeks or until behaviour improves
		▪ Cyber-bullying	▪ Restriction of technology access ▪ Removal of technology privileges ▪ Consequences as above	▪ Minimum of 4 weeks or until behaviour improves

Level	Who is Responsible	Reasons for Placement on Level	What May Happen at this Level	Length of Time on Level
3	▪ Students ▪ Teachers ▪ Parents ▪ Deputy Principal ▪ Principal ▪ College Psychologist	▪ Severe physical aggression ▪ Repeated Level 2 behaviours despite interventions ▪ Bringing a weapon or dangerous items to school.	▪ Parent Meeting ▪ External suspension ▪ Relevant teachers informed ▪ Behaviour Monitoring booklet ▪ Behaviour contract ▪ Students may be prevented from participating in College excursions, camps, sporting events and College functions ▪ Recording of incident on TASS	▪ Minimum of 4 weeks or until behaviour improves
4	▪ Students ▪ Teachers ▪ Parents ▪ Deputy Principal ▪ Principal ▪ College Psychologist	Student has not demonstrated improved behaviour, having already been on the previous behaviour levels, despite the use of positive behaviour interventions and strategies. ▪ The severity of student behaviour is a major concern to the College ▪ Student has shown that he/she does not want to co-operate within the College's community ▪ Student's presence in the College is detrimental to other students or staff	▪ Student will be required to reflect on their behaviour and how they can improve their behaviour choices and make amends ▪ Parents will be asked to attend meetings with class teachers, Deputy Principal and College Principal. Student will be required to attend these meetings ▪ Student may be given an external suspension ▪ Behaviour Monitoring booklet ▪ Behaviour contract ▪ Students may be prevented from participating in College excursions, camps, sporting events and College functions ▪ Student's continued enrolment may be conditional ▪ Student may be placed on probation ▪ Student's enrolment may be expelled ▪ Recording of incident on TASS	▪ Minimum 4 weeks or until behaviour improves

There are some behaviours that Mount Sinai College deem serious and may result in immediate escalation through the behaviour levels outlines above. These include but are not limited to:

- Inappropriate language towards teacher
- Racist, gender or body image related remarks
- Activities such as smoking, vaping, drugs and alcohol consumption etc.
- Physical violence/assault
- Bullying
- Property damage

The determination of the above is at the College's discretion.

There may be occasions where behaviours arise that are not specifically mentioned in the above tables. It is at the College's discretion as to how these behaviours will be managed.

This policy should be read in conjunction with the Mobile Phone and Smart Wearable Device, Uniform Policy, Technology contract, Grievance Policy, Parent Code of Conduct and the Bullying Prevention and Intervention Policy.

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