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Discipline Policy¹

¹ Clause 3.7 – Registered and Accredited Individual Non-government School (NSW) Manual – March 2020



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1 INTRODUCTION

The NSW Registration Manual (3.7 and 3.7.1) requires that a registered non-government school must have policies relating to discipline of students attending the school that are based on principles of procedural fairness and do not permit corporal punishment of students.

This policy demonstrates that Yeshiva college Bondi (Yeshiva) has in place and implemented the processes related to discipline of students including but not limited to the suspension, expulsion and exclusion of students that is based on procedural fairness.

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.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This Student Discipline Policy sets the framework through which Yeshiva manages student discipline.

The school's main task is the education and socialisation of children, so that each student can achieve his or her potential. An effective learning environment is crucial for this; and every member of the school community has the responsibility to respect the rights of others to learn and work to the best of their ability.

The welfare of children at the school is foundational to their training in attitudes and behaviour. It therefore includes nurturing, building, encouraging and supporting; but also training, direction and correction.

This document must be read in conjunction with (but not limited to):

- Yeshiva's "Discipline Procedure" document

2. PURPOSE

The development of self-mastery in a child is the goal at our school. The teachers are encouraged and empowered to coach the students in self-mastery as situations arise. The teaching staff are guided regarding their coaching skills and helped with tools from several sources:

- The Principles of Education and Guidance by Rabbi Y. Y. Schneerson
- Treatise on Class Dynamics by Rabbi Y. Y. Schneerson
- The Nurtured Heart Approach along with Conscious Discipline

Discipline is part of their complete training; rather than a system of punishment. It provides consistent direction, controlled consequences of poor choices, and the application of restorative processes to right any wrongs done to another, or to property. It is an outworking of the school's responsibility to the student and their family.



3. PURPOSE OF THIS DOCUMENT

This document explains the processes that the school will follow to maintain a well-ordered and responsible learning environment; and which will be put into practice when a student breaches the Student Code of Conduct and School Rules.

4. DEFINITIONS

Suspension: is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time.

Expulsion: is the permanent removal of a student from one particular school.

Exclusion: is the act of preventing a student's admission to a number of schools. In extreme circumstances, the principal of a school may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the school is a member, or from other schools.

Procedural fairness: is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

5. POLICY

In the pursuit of helping students to grow in character, maturity and self-discipline, Yeshiva College - Bondi:

- (a) Promotes a proactive and strategic stance on issues of student welfare and discipline.
- (b) Seeks the building up and training of students through all aspects of school life.
- (c) Maintains procedures of pastoral care, and behavior modification, for students.
- (d) Maintains centralised records (SAS2000) as an ongoing profile of a student's welfare, behavior and any interventions exercised by the school.
- (e) Regularly addresses the school's Discipline Policy and procedures with staff to ensure comprehension and compliance.
- (f) Expressly prohibits corporal punishment from the school's discipline procedures.
- (g) Does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.
- (h) Partners with parents, the school community and external specialists to support student development and address issues of concern.
- (i) Promotes opportunities and learning experiences in school



for students to develop self-awareness and to develop their skills and maturity.

6. PROCEDURES

Communication

(a) Parents

Discipline policies and procedures are made available to parents and students upon enrolment; are available on the school website; and are reviewed at parent-teacher meetings.

(b) Student

The Student Code of Conduct and School Rules are made available to students upon enrolment; and are reviewed at the beginning of each year in class. Further reminders are made as needs arise.

(c) Staff

New staff are made aware of welfare and discipline policy and procedures at induction. Staff training takes place within sectional and whole school staff meetings; and issues or concerns are raised as required.

(d) Records

Are maintained on SAS2000. Confidential records are kept in a secure Google Drive, file.

Student Code of Conduct

The welfare of students is paramount in every aspect of school discipline; so that young people are trained in self-discipline and respect for others: attitudes which are important for all their lives.

The Student Code of Conduct, with the School Rules, sets out the responsibilities and rights of every student. Attention to these guidelines for student behavior will ensure optimal learning conditions in classes, and mature social development throughout the student's schooling. These documents outline the expectations of the school regarding student attitudes and behavior for the awareness of teachers, students and parents.

(a) Students, and their parents, are expected to sign the Student Code of Conduct and School Rules upon enrolment, and at the beginning of each year, to indicate that they have read, understood and agreed with the school's requirements.

(b) Maintaining appropriate behavior is a condition for continuing enrolment at Yeshiva.

For further information relating to Student Conduct please see the Student and Parent Handbook which may be located from the Yeshiva College website

<https://yeshivacollege.nsw.edu.au/>



Encouragement of Positive Student Behavior

To promote students' understanding and development of responsible behavior, the school:

- (a) Commits time daily for Jewish Studies
- (b) Sets out in the Student Code of Conduct a positive set of expectations that allow students to confidently know how to behave in the school setting.
- (c) Provides a set of School Rules, and regularly reinforces students' understanding of their responsibilities as positive contributors to school life.
- (d) Encourages the development of an outward focus through involvement in charities, mission work, overseas experiences and other events designed to help others in our local or wider community.
- (e) Provides: opportunities and experiences to develop relationships; and challenges that build resilience.
- (f) Offers a range of extra-curricular activities for students to: try new things; mix with students in other year groups; and to learn from invited guests who can build positively into the lives of students.
- (g) Maintains processes to resolve issues that adversely affect children's social development and learning within the school.
- (h) Involves parents early in the process of handling a student's behavioral infractions and maintains regular communication.
- (i) Students and Parents are advised of Daily Behavioral Card and/or Behavior Modification Plan
- (j) Partners with external providers in planned programs for additional support for students within the school, as required.

See also Yeshiva Discipline Procedure Document.

Investigation of a Significant Incident or Allegation

The investigation of disciplinary issues will be conducted along principles of procedural fairness. (NSW Education Act 1990)

- (a) Students shall be informed of the process by which the matter will be considered.
- (b) Students and their parents shall be informed of the allegation against



the student, whilst protecting the identity of witnesses providing evidence, as far as possible.

- (c) Students and their parents shall be informed of the likely consequences of the student's misconduct; or of continuing, or escalating, behaviour.
- (d) Students and parents shall be given opportunity to provide an explanation.
- (e) Interpreter services will be provided if required.
- (f) All relevant evidence will be considered, with a view to making a finding on the balance of probabilities, as to what happened.
- (g) As far as possible, the investigation shall be impartial and without bias.
- (h) Where an interview concerns a serious matter, a long suspension or possible expulsion, a support person may attend formal interviews.
- (i) A brief summary is made in writing and kept in the student's files. (SAS2000)
- (j) The school ensures the right of review or appeal in respect of suspension and expulsions.

See also: Complaints Handling Policy and Procedure

7. ADVICE TO PARENTS AND STUDENTS

The goal of the Behavior Modification Program is to restore a student to full participation in the life of the school which will maximise his/ her learning and allow the development of satisfying relationships. The partnership of the school and family is essential for the well-being and educational success of each student.

Home Support: Should your child require the assistance of a Behavior Modification program; family support will ensure he/ she gets the most benefit from this intervention. Consider actions or sanctions at home that may uphold the school's requirements.

Suggestions: The school may suggest at home, Homework Detention. Parents may also request this supervision for their child. Parents may assist at home by monitoring that homework has been completed, and assignments handed in on time.



Other possibilities include:

- Health and well-being examination: e.g. general health, diet, emotional/ mental health
- Assess home practices to ensure student’s maximum focus and energy for school: e.g. bedtime, time management, exercise, hobbies, social events, family/ relational issues

Personal Behavior Evaluation: Depending on the age of the student, assist your child to comply with school behavioral expectations by seeking feedback/ advice from teachers and others; encouraging a positive support network.

Encourage the investigation of cause and effect, such as by keeping a diary

Communication: Maintaining contact with the school is very important. Please let the school know of any significant issues or changes that may affect your child e.g. welfare or social issues outside school; or any changes in the child’s behaviour at home, either positive or negative. You are welcome to make an appointment to talk to your child’s teacher/s or with another member of the school staff at any time.

The education and welfare of students is our prime concern through building a strong supportive partnership between parents, students and the school.

8. CONTACT

If you have any queries about this procedure, you should contact the Principal in writing or by phone on +61 2 9099 1070 for clarification or advice.

APPLICABLE TO	All students of Yeshiva College
DOCUMENT OWNER	The Principal of Yeshiva College
PREPARED BY	Yeshiva’s NESA Compliance Officer
LAST REVIEW DATE/S	2022
NEXT REVIEW DATE	2023
ASSOCIATED DOCUMENTS	Child Protection Policy Whistleblowing Policy Complaints Handling Policy Complaints Form Yeshiva Discipline Procedure Document