

# Behaviour Management Policy

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| <b>Purpose:</b>        | To inform staff, Students and Parents/Guardians about the rights and responsibilities of Students at the School. |
|                        | To outline how the School will respond to behaviours that breach these rights and responsibilities.              |
| <b>Scope:</b>          | Staff, Students & Parents/Guardians  |
| <b>Implemented by:</b> | Principal  |
| <b>Approved by:</b>    | Fitra Board  |
| <b>Effective from:</b> | June 2022  |
| <b>Review due:</b>     | December 2024  |

As outlined in the School's philosophy, we believe that social and emotional skills are an essential component to a happy and satisfying life. We also believe that these skills can be learned, which informs the School's approach to behavior management. We recognize that unlearning ineffective patterns of behavior takes time, but with willingness from the child, positive change is possible – and likely.

While actively supporting individuals to learn and practice effective methods of communication and behavior we also remain conscious of protecting the safety and rights of others. This policy has been developed to ensure Students, Teachers and Parents/Guardians are aware of the process that will be followed when inappropriate behavior occurs.

## The Rights of each Child

- to feel safe
- to be accepted as an individual
- to expect personal property to be safe from destruction or theft
- to be spoken to quietly and with respect by everyone
- to learn in an attractive, well prepared environment
- to work without disturbance
- to be shown courtesy, kindness and respect by everyone

## The Responsibilities of each Child

- to express themselves appropriately
- to accept others as individuals
- to respect the personal property of others
- to work without disturbing others
- to show courtesy, kindness and respect to everyone
- to cooperate and act in a friendly manner
- to listen to others, and to allow them their thoughts and opinions
- to contribute towards the wellbeing of the School community and environment

## Types of Inappropriate Behaviour

We recognize there are different levels of inappropriate behavior which impact of the rights of each child. These can range from just being annoying to causing serious harm to people or property. Based on Student, Parent/Guardian and Teacher input, the following examples of different levels of behavior have been developed:

- Level 1* Name calling, minor embarrassment, disrupting meetings, distracting others' learning, put-downs, non-cooperation
- Level 2* Serious name calling, major embarrassment, defiance, low-level physical contact (e.g. pushing)
- Level 3* Threatening others, serious physical violence (e.g. punching, kicking, intent to injure), high level swearing or graffiti / vandalism

The Fitra Behaviour Management Pathway uses these examples of behavior to indicate an appropriate level of response. However, inappropriate behavior always occurs within a context of timing, intensity, intention and outcome. Teachers (in conjunction with the Principal) will consider the context of a child's inappropriate behaviour prior to engaging with the Behaviour Management Pathway. In the event of gross misconduct (eg, drug possession) the Principal may decide to refer a Student direct to the School Board for a decision on the Student's continued enrolment at the school.

## Teacher Responses

- Request* Calmly describe the unwanted behavior and make a request describing what is needed / wanted from the child.
- Remind* Ask if the child remembers / understood the previous request and remind them of their

response.

- Instruct* Child is instructed to stop the unwanted behavior and is assisted to consider the feelings and needs of the other child(ren). The Teacher may help the child to identify any feelings or unmet needs that may be informing the inappropriate behavior. Note of incident made in the Student’s records.
- Remove* Child is removed from the situation and supervised away from the individual or group. Participants and witnesses of the incident will be interviewed and the Teacher (in conjunction with the Principal) will decide on an appropriate response. This may include a Restorative Practice session. Parents/Guardians of all participants are notified by phone, email or in-person. A Record will be kept in each participant's Student records. For Level 3 behaviours, it may be appropriate to meet with Parents/Guardians and the child to develop a Behaviour Management Plan. The School Board is advised if a BMP is established.
- Refer* Refer to the School Board to determine whether the child’s enrolment can continue. If so, any special conditions.

## Related Documentation

- Behaviour Management Pathway* Flow chart which reflects how this behavior management policy is implemented.
- Student records* Kept by the Principal and Teachers in the office files / computer software.
- Behaviour Management Plan* Template for recording specific examples of a child’s inappropriate behavior, what behavior is required from the child, strategies to support the child to achieve a change in behavior (which may include a period of suspension), consequences that will occur if the behavior continues. The BMP is developed at a meeting attended by the child and their Parents/Guardians and includes a review date.
- Suspension and Expulsion Procedure* Document which sets out the steps that will be followed where the suspension or expulsion of a Student is being considered.

**Corporal punishment is not permitted at Fitra at any time.**

## Procedural Fairness

In administering this policy procedural fairness and transparency should be maintained at all times to:

- Protect the rights and interests of Students
- Enhance the credibility of the disciplinary process

In order to maintain procedural fairness the School will ensure that:

- Students know what the rules are and the behaviours that are expected of them
- Students are aware of the behaviour that is the subject of the disciplinary process in sufficient detail
- Students are allowed a reasonable opportunity and adequate time explain their behaviour should they wish to do so
- Decisions with respect to a Student are made by someone who is independent and has no personal interest or bias in the outcome of a decision

## Communication

The School will communicate this policy and associated procedures to staff, Students and Parents/Guardians in the following ways:

- **Staff:** initial induction, Staff Information Portal, staff meetings, professional development and other workshops.
- **Students:** class meetings, whole School meetings and related studies through the curriculum.
- **Parents/Guardians:** Parent/Guardian Information Portal.

## Related Policies

- Bullying Policy
- Concerns & Complaints Policy
- Duty of Care Policy
- Student Welfare Policy
- Restraint of Students Policy