Behaviour Management Policy

Purpose:	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.
Scope:	Staff, Students & Parents/Guardians
Implemented by:	Principal
Approved by:	Fitra Board
Effective from:	March 2024
Review due:	December 2026

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 behaviour management. We recognize that unlearning ineffective patterns of behaviour takes time, but with willingness from the child and their parents/guardians, positive change is possible – and likely.

While actively supporting individuals to learn and practise effective methods of communication and behaviour 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 behaviour 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

Philosophy

Our approach to behaviour is guided by the following teaching of the Prophet Muhammad (peace be upon him):

> ***"Be conscious of Allah wherever you are. Follow the bad deed with a good one to erase it, and engage others with beautiful character." (At - Tirmidhi)***

that is:

- our ultimate reason for exhibiting good manners / behaviour is because this is what is most pleasing to God (Allah);
- we do our best to always have good manners in our interactions with others; and
- if we make a mistake and do something wrong we aim to follow it up with a good deed.

We aim to **address behaviour proactively** by providing an environment for students that:

- reinforces the importance of good character and manners in Islam;
- has high behaviour expectations of students; and
- provides a high level of support and positive reinforcement through the implementation of the **Fitra Character and Manners Program**. The program includes our expectations of manners across the school from the classroom, playground and beyond and the process for implementing and reinforcing this.

Restorative Practice Principles

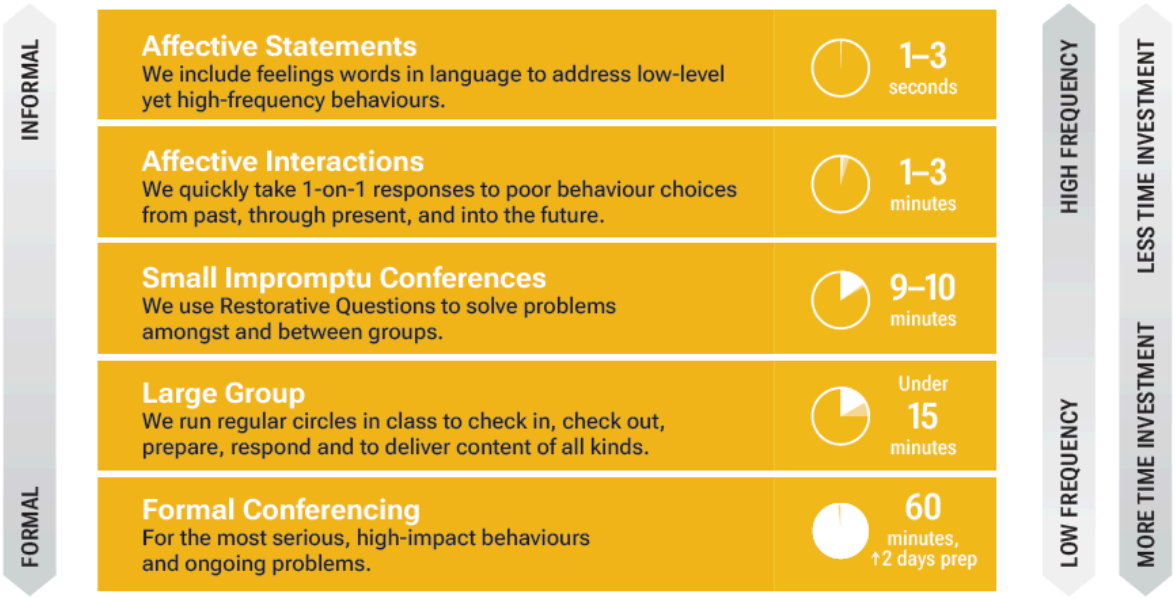
We use **Restorative Practice principles** when dealing with negative behaviours and focus on the restorative tenets of **Harm and Relationships** when considering negative behaviours. Accordingly when an issue occurs, we want students to develop a problem solving attitude to behaviour challenges

by recognising the impact of their actions in terms of harm caused and the effect on relationships - allowing them to then take steps to fix the problem.

Using restorative practice principles, we aim to elevate student behaviour, empathy and co-operation through the following:

- We consistently respond to all problems restoratively, through the lens of high expectations, high support and positive reinforcement.
- Teachers are trained in the *Restorative Principles Continuum* and use the appropriate restorative strategy on the continuum as needed.
- Teachers look to proactively address behaviour by starting with affective statements before behaviours escalate.
- Teachers use restorative questions when talking to the children about behaviour individually and in groups, focusing on past, present and future
- Teachers are supported by the Principal to embed restorative language practices.
- From time to time, teachers will need to provide students with time, space and a choice of options to support them to regulate or co-regulate. If required, students who return from time spent regulating inside or outside the classroom will need to engage in conversations focused on repairing harm.
- If time in the office is required, all students will be exposed to affective interactions facilitated by the Principal.
- The Principal will look for ways to release teachers to repair the student-teacher relationship.
- We look for ways to include parents in both the positive and negative behaviour patterns of their children.
- We use restorative conferences to return our students from any suspension that might be required.
- Regular school referral processes apply where a student requires support beyond what the classroom teacher has already tried and implemented.
- We embed the basic restorative tenets of focusing on **Harm and Relationships** in response to all conflict and tension, including bullying behaviours.
- We never label a student as 'bad' or a 'bully'. Nor do we accept students labelling themselves or others or allow a parent/guardian to label their child or other children. We refer to the student's actions as making good choices or poor choices, but we are clear to distinguish that making poor choices doesn't make a student 'bad'.

Restorative Principles Continuum



Role of the Behaviour Coordinator

The Behaviour Coordinator works with the Principal to manage behaviour issues across the school. The role of the Behaviour Co-ordinator is to:

- manage lower level incidents particularly the students who have more frequent low level incidents. This includes communicating with parents
- manage initial high level of harm incidents including communication with parents
- support teachers with implementing restorative practices and mentoring teachers when needed
- keep the Principal informed and escalate more serious incidents to the Principal.

Behaviour Management Plans

At Fitra there is a time and place for consequences that apply to students depending on the type, severity and frequency of a particular behaviour. The table below outlines the management plans for these types of behaviours including what actions are to be taken, who is responsible and the communication plan with parents & carers.

Corporal punishment is not permitted at Fitra at any time.

Type of Behaviour	Management Plan
High Level of Harm incidents e.g. - Physical harm to another with clear intent - High level of disrespect to staff member (Aim to mitigate harm and restore relationships)	• Immediate removal of the student from the area of the incident for a specified period. • Refer student/s to the Behaviour Coordinator and notify parents/guardians verbally and via Compass. Inform student that this will be happening. • Student to complete a *Behaviour Reflection Sheet* and engage in restorations. If practicable this is to be done by the teacher who first responded to/witnessed the incident, but can be done by other teachers or the Behaviour Co-ordinator. • The student MUST engage in restorations with others involved. The student is assigned a Mentor Teacher to support them to engage in restorations productively. • The Mentor teacher will monitor the student following the incident to provide support in making good choices and also providing positive feedback when the student makes progress with restorations. • If a similar incident occurs with the same student a second time, the issue is escalated to the Principal and the same process as above is followed by the Principal. • If further high level of harm incidents occur with the same student, the student will be recommended for an *Individual Behaviour Plan*.
Low level Behaviours that are too high in frequency e.g. constantly not sharing toys at playtime after multiple reminders (Aim to reduce frequency of negative behaviour)	• After a teacher has tried multiple strategies to change a child's low level behaviour challenges including using affective statements and having affective interactions in the same setting to no effect, the next step is a Manners Agreement • Teacher to enter into a *Manners Agreement*[1] (verbal or written) with the student.

[1] *Manners Agreement* is an agreement with the student where the teacher agrees with the student that if they are unable to exhibit the right manners/behaviour in a particular setting, they will lose the privilege of being in that setting. There can also be an agreed upon reward for achieving a goal in that setting. The manners agreement must have a maximum of two goals in a particular setting and a review date set within 1-2 weeks.

	• Refer student to the Behaviour Coordinator and notify parents/guardians of the *Manners Agreement* verbally and via Compass. Inform student that this will be happening. • Assign a Mentor Teacher whose role is to support the student to succeed with the *Manners Agreement. This can be the same teacher who did the Manners Agreement* • Mentor teacher is to follow up with the reward or consequence agreed upon in the *Manners Agreement* based on the student's performance. • Behaviour Coordinator to review the student's performance according to the *Manners Agreement* at least twice a term. • If there is no reduction in frequency of incidents the student may be recommended for an *Individual Behaviour Plan.*
Student Refusal to take ownership of restorations e.g. Student refuses to participate in restorations after making a poor behaviour choice (Aim to support a child in engaging in restorations and problem solving)	• First step is for teacher to encourage student to participate in the restoration process, which involves student acknowledging the harm done and the need to repair the relationship • If a student is refusing to engage in restorations: Teacher to provide time away from the area of behaviour challenge and work through the *Behaviour Reflection Sheet* with the student. • If a student continues to refuse to engage in restorations, refer student to the Behaviour Coordinator and notify parents/guardians verbally and via Compass. Inform student that this will be happening.
Violation of pre-agreed group rules with specified consequences eg. No hat, No play (Aim to reinforce school rules and why they need to be adhered to)	• Teacher to implement pre-agreed consequence • Teacher to review Group/School rules with the student/s that need support including the pre-agreed consequence.
Gross misconduct (Aim is reduction of harm to the school community)	• The Principal may decide on the Student's continued enrolment at the school as per the Suspension and Expulsion Procedure

Individual Behaviour Plan

The Individual Behaviour Plan is a plan developed in consultation with parents / guardians with clear goals and review dates. Part of the process for developing an Individual Behaviour Plan may involve recommendations of external support services for the student. Individual Behaviour Plans will be communicated to all staff once completed and progress of the student is monitored by the Principal.

In the event that:

- the student does not show improvement through the process;
- the student continues to materially impact the teaching/learning and safety of other students at the school;
- parents/guardians demonstrate an unwillingness to support the student with the goals set out in the Individual Behaviour Plan; and/ or
- parents/guardians demonstrate an unwillingness to engage the external support services recommended by the School

the student's continued enrolment at the School will be considered in accordance with the *Suspension and Expulsion Procedure.*

Parent / Guardian Communications

Parents / Guardians will be communicated with regarding behaviour concerns in the following circumstances:

- A high level harm / disrespect incident
- A *Manners Agreement* has been entered into with the student and there has been no material reduction in the frequency of incidents
- The student's behaviour has been determined to constitute bullying (including cyber-bullying)
- A situation where a student refuses to engage restoratively

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 of Policy

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

- **Staff:** initial induction, Compass school management system, School website, curriculum days, staff meetings, professional development and other workshops.
- **Students:** whole school morning meetings, class meetings and related studies through the curriculum.
- **Parents/Guardians:** Compass school management system, School website, Parent/Guardian Information Sessions at School

Related Documentation

- *Restorative Principles Continuum*
- *Behaviour Management Plans Flowchart*
- *Individual Behaviour Plan [Template]*
- *Manners Agreement [Template]*
- *Behaviour Reflection Sheet [Template]*
- *Suspension and Expulsion Procedure*

Related Policies

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