



## BEHAVIOUR MANAGEMENT POLICY

### OBJECTIVE

Wild Cherry School aims to provide a safe, secure and stimulating learning environment that fosters positive student behaviour through:

- Providing a rich and engaging curriculum
- Providing opportunities for children to learn and practice appropriate social behaviour and self-discipline
- Encourage appropriate and fair consequences for students who display inappropriate behaviour
- Incorporating the practice of Restorative Justice throughout the whole school.

Children need opportunities to develop appropriate behaviour, self-control and resiliency through interactions with their peers, teachers and other staff and through the curriculum, and they need to be reinforced consistently in a manner which enhances their understanding of responsible and positive social behaviour.

Corporal punishment is never used to discipline a child.

### PREP

It is extremely important to establish clear consistent boundaries in the first weeks of term. From within these boundaries the children can then feel free to play and interact in a secure, supportive and caring environment.

These boundaries are based upon care and respect for others, our environment, and ourselves.

The boundaries need to support the development of creative play and social interaction and not simply be restrictive. It is important to remember that Prep children learn primarily through imitation.

It is the teacher's responsibility to:

- Take care to always provide positive examples for imitation by speaking kindly and using gentle gestures.
- Create a play space that appeals to and nurtures the child's imagination and engages the will.
- Introduce consistent daily/weekly and seasonal rhythms.
- Communicate clear messages with limited choices, e.g. "Time to wash our hands", whenever possible, stating the desired behaviour, e.g. "The shovels are only for digging".
- Be aware of situations that may deteriorate into negative behaviour and subtly intervene or redirect behaviour before this occurs.
- Aggressive behaviour can arise from the child's frustration with their inability to express themselves clearly and negotiate in a conflict situation. Therefore, the teacher will assist and support the children in developing appropriate skills to express themselves and resolve conflicts.
- Use appropriate stories which will help the children find creative solutions to their conflicts, or lead to modifications in behaviour.

Steps to be taken should negative behaviour occur:

- Redirect behaviour using directions such as “Our feet need to walk indoors”, “Quiet voices”, “Sticks need to be pointing at the ground”.
- Redirect behaviour by changing the focus of the play/or remove the child from the play to engage in “real-work” beside an adult, e.g. polishing wooden animals or furniture, winding wool, etc.
- If the negative behaviour occurs a third time, the child will be removed from the play situation for reflection or a quiet time by themselves. This will give them the opportunity to calm down and think about their behaviour usually 3-5 minutes (maximum 10 minutes). If this should occur more than twice in a week, parents would be notified.
- If negative behaviour persists, it will be necessary for the teacher to meet with parents to discuss the child’s behaviour and together develop a management plan. The plan would ensure consistency of expectations and approach between home and school. It may include the teacher keeping a journal documenting the child’s behaviour.

An aspect of the management plan may be that the child would go home from school if his behaviour was unmanageable or aggressive, thus putting the safety of the other children at risk. The risk could be from physical harm or because the child was requiring so much of the teacher’s attention that the class could not be adequately supervised.

Aggressive behaviour includes hitting (with hand or object), kicking, biting, pinching, etc. If aggressive behaviour occurs the child will be removed from the play situation to engage in “real world” beside an adult or to sit on a chair by themselves for a length of time considered appropriate by the teacher.

The parent will be notified of the child’s behaviour that day and a time for a detailed discussion of the incident will be made.

If the aggressive behaviour occurs a second time, the parent will be contacted to take the child home from school. The child will not be able to return to school until an appropriate action plan has been put in place to ensure the safety of other children.

## **CLASS 1 - 6**

### **THE FOUR STEPS OF BEHAVIOUR MANAGEMENT:**

Every effort is made to resolve difficulties concerning a child’s behaviour, so as to meet the educational objectives of both the school and the child.

At Wild Cherry, we differentiate between the negative behaviour of the child and the child themselves, and draw attention to the behaviour that needs improvement without blame or shame to the individuality of the child.

Human relationships based upon threat and punishment are ineffective and may result in the alienation of a child from the goals of education. The only discipline, which ultimately succeeds, is that which arises from within.

We use Restorative Justice practices in behaviour management. In restorative justice, when there is challenging behaviour the child/children involved are asked in age-appropriate language:

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done?

- In what way have they been affected?
- What do you think you need to make things right?

To help those affected:

- What did you think when you realised what had happened?
- How did this affect you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

This method may be simplified according to need, but the principle should be followed as clearly as possible. If there is a group situation, the anger and anxiety are de-escalated when the children know that everyone gets a chance to speak and tell their story without interruption or judgement.

The following four-step approach to human relationship aims to meet the demand of varying levels of inappropriate behaviours from the simplest most frequently used reminders to serious misbehaviour, which occur rarely. Usually, but not necessarily, a teacher will sequence his or her response in the order given.

### **Step 1 – The Reminder Stage:**

One of the best strategies a teacher will use for classroom behaviour management is positively reinforcing appropriate and considerate behaviours. Used wisely and consistently this becomes a preventative strategy, effectively strengthening a positive and thoughtful tone within the classroom.

Nevertheless, there will be times when a teacher will have to remind and caution the child and the whole class what is appropriate and warn that further misbehaviour will result in consequences. Reminders may be verbal or a consider the direction of the child, moving closer to the child or using humour.

A teacher may find one strategy better for a child than another and will use his or her own discretion, sensitivity and moral artistry to apply which one is best at each moment.

A child will be given three positive reminders and then a consequence will apply for continued minor disturbances in the class.

### **Step 2 – The Consequences Stage:**

When a child behaves inappropriately or interferes with the right of others to learn, and the teacher to teach, and has been reminded about appropriate behaviour but continues to make poor choices regarding behaviour, then the teacher will use appropriate and relevant consequences at his or her discretion.

Thus, if a child fails to take notice of the teacher's reminders and fails to remedy his or her behaviour, a specific consequence will apply. The child will miss out on a maximum of half of their play time, and may spend supervised time in the office. The child may also be separated from the class to allow for de-escalation and reflection time, or to complete their work in another teacher's room, office or if feasible they may do community service work in the yard.

### **Step 3 – The 'White Card' and Support Stage:**

If the child does not respond positively to consequences in the ensuing days/weeks, or their disruptive behaviour is such that it is affecting the learning of others, the teacher will ring the parent and discuss causes of the misbehaviour and suggestions for remedying it and/or the child will also receive a 'white card' with restorative practice information, notifying their parents of their behaviour and asking parents to sign and return it.

If a child deliberately physically hurts another child they will receive a white card. If a child receives three of these in a term, their parents will be asked to meet with the teacher to discuss and develop an action plan.

The class teacher will keep a record of all 'white cards' and interviews with parents and provide a copy to the office.

#### **Step 4 – Continued 'White Cards'**

If a child continues to receive white cards, their parents will be asked to meet with the teacher for further discussion and a revised action plan. This may involve exclusion from school.

#### **Extreme Behaviour**

The teachers will engage the direct support of parents in any instance of serious or inappropriate behaviour where a child is violently out of control or abuses or threatens any member of the school community or school property.

Parents will be asked to take the child home for the rest of the day. An interview with parents, the teacher and Education Leader is required before the child can re-join the class. At this interview causes of the misbehaviour and suggestions for remedying it will be discussed, these may include therapeutic activities or counselling.

The case will be presented to both the College of Teachers and Board of Governors, so all are aware of the situation.

Suspension from the class may be necessary for a period of one to five days if no other measures are successful. This may include 'internal suspension' where the child stays at school in another class. A child with more than two suspensions over one term will have his or her enrolment at the school reviewed.

If no resolution to the satisfaction of the College of Teachers in relation to the behaviour of a child can be found the College Chair will in his/her absolute discretion recommend to the Board of Governors, the child to be expelled from the school.

There may be some differences between the steps, according to the frequency of occurrence of the behaviour and the seriousness of the offence. For example, behaviour deemed dangerous to children, self, adults, environment or property may result in the school seeking the support stage in the first instance.

<b>What the child can expect while at Wild Cherry School:</b>
<ol style="list-style-type: none"><li>1. To be treated with kindness and consideration.</li><li>2. A valued and caring relationship with teachers and staff as a basis for real communication, trust and positive social development.</li><li>3. The right to a healthy and undisturbed learning environment.</li><li>4. The right to a safe and healthy environment.</li></ol>



<b>What the parent can expect from Wild Cherry School:</b>
<ol style="list-style-type: none"><li>1. To be respected as parent or guardian of the child.</li><li>2. To be treated with consideration and actively listened to at interviews and meetings.</li><li>3. The highest degree of professionalism from all staff members.</li><li>4. Absolute confidentiality over sensitive issues.</li></ol>

**What Wild Cherry School can expect from the child:**

1. To be respectful and cooperative towards, teachers and staff, and fellow students
2. To care for the classroom.
3. To behave in such a manner, that the right of others to learn is not disrupted. (Disruptive behaviour includes calling out, walking around the classroom at inappropriate times, throwing things etc.).
4. To respect the property of others including clothes, school work, school bags, hats, lunches.
5. To take care of school property including desks, chairs, equipment, buildings and playground equipment, gardens, sports equipment.

**What Wild Cherry School can expect from the parent:**

1. To be treated with consideration and respect.
2. To adhere to school policies.
3. To endeavour to support at home the work the child has done at school.
4. To co-operate with the Restorative Justice practiced at the school which ensures consistency and continuity at home.
5. To follow specified protocol for communication with staff members (see Grievance Procedure).