

ISV Student Behaviour Policy – Elementary Section

INTRODUCTION

Providing a safe, secure and supportive environment where there is responsible social behaviour is a key priority of the school and discipline is a necessity for the proper functioning of a school. Good schools start with 'Good Behaviour' and discipline is essential for effective student learning and achievement.

In order to enable effective learning and teaching to take place, the highest standards of behaviour in all aspects of school life are expected. The term 'discipline' refers in fact to training given to produce a specific character or pattern of behaviour, especially training that produces moral or mental improvement. In other words, discipline is the product of learning and it has to be taught.

The ultimate aim is to inculcate self-discipline that reflects positive attitudes and intrinsic values internalised through the process of a holistic education. It is generally acknowledged that the school is the mirror of the wider society and that student indiscipline is revelatory of deeper social ills. ISV therefore has to provide the right response to address INDISCIPLINE and measures have to be taken to deal with a wide variety of contributory factors ranging from parental responsibility, school leadership and management to teacher personality and style, pedagogical efficiency, teacher-pupil relationship and school culture.

This policy document provides guidelines on the systems to be implemented to promote and encourage students to behave well, work hard and be successful (rewards and incentives) and also explains the actions to be taken in case of non-adherence (consequences) to such guidelines.

AIMS OF THIS POLICY

1. To have a common, workable policy for the management of student behaviour;
2. To ensure a consistent approach in the management of indiscipline;
3. To support measures towards the promotion of high behaviour standards among students;
5. To reinforce the learner profile and the authority of ISV in acting against indiscipline; and
6. To set down responsibilities at all levels for the controlling and monitoring of student behavior

ESSENTIAL ASPECTS OF GOOD DISCIPLINE.

1. All members of the school community should be made aware of expected standards of acceptable behavior directed by the learner profile;
2. Approach dealing with several aspects of indiscipline should be consistent, as should be the case of praise for good behaviour;
3. There should be clearly defined guidelines, found in the essential agreements, to maintain high standards;
4. Courtesy at all levels should be encouraged; and

5. The entire school community has a key role to play including, teachers, nonteaching staff, parents and children.

STUDENTS

Every student is responsible for his/her own behaviour and to act in a manner that demonstrates self-discipline and a sense of responsibility.

They are expected to:

1. Abide by their School Behaviour Policy rules;
2. Have a positive approach to their school life;
3. Show courtesy and respect at all times towards others;
4. Be regular in attendance and punctual;
5. Co-operate with their peers and staff;
6. Recognise that no poor standards of behaviour will be accepted;
7. Develop a sense of community and of caring for each other and for the environment;
8. Accept responsibility for a well-ordered community at school and take a positive role in the running of the school; and
9. Demonstrate a positive image of their school through their exemplary behaviour at and outside school

PARENTS

It is recognized that parental involvement and responsibility are essential and parents are accountable for their children and their behaviour. They have the essential role to strive for their children demonstrating good and acceptable behaviour at all times, recognising that this has a profound effect upon their attitudes at school.

They are expected to:

1. Abide by and endorse the rules and regulations and any other policies of the school;
2. Encourage an attitude of respect for the environment, and for one another among their children;
3. Fully collaborate with the school in the elaboration and implementation of behaviour resolution measures for their wards;
4. Share discussions with teachers and the Head of School concerning their child's education, welfare and behaviour and any concerns, difficulties or anxieties;
5. Encourage their child to project a positive image of the school at all times; and
6. Ensure the regular attendance and punctuality of their child.

Restorative Practice for INDISCIPLINE

When an incident occurs that causes harm and damage to relationships, the focus is on helping students acknowledge their behaviour and its impact on others. Students are encouraged to take responsibility for their actions, and to work to resolve issues and repair and restore relationships.

The use of the key restorative questions with those involved is fundamental to resolving most issues that arise. Very serious incidents may also involve a formal restorative conference involving all stakeholders,

including parents.

The diagram below illustrates the level of intervention required using restorative techniques to resolve issues and restore relationships.

Restorative Practices

Building Social Capital



(Diagram adapted from Morrison, 2004)

A restorative practice approach involves:

Awareness

Students become aware of how others have been affected by their behaviour choices and actions.

Active Involvement

Students are encouraged to talk about their actions. They participate in face to face dialogue and listen to those who have been affected by their inappropriate behaviour. Students help decide how to repair the harm done and make a commitment to this positive action.

Ongoing Learning

Students develop an awareness that inappropriate behaviour and incidents can be used constructively to build understanding, empathy and a sense of community.

Implementation

Essential Agreements

Establishing good classroom management is essential to each student's well being, confidence and success. Every student should feel that the classroom is safe and secure; free from all threats of physical or emotional harm. It is also important that every student learns to develop self discipline and good work

habits, to resolve conflicts peacefully and to think independently. Classroom agreements should embody the learner profile attributes so as to build a community with the shared purpose of learning, growing and building positive relationships amongst all.

Essential Agreements are positive instructions, few in number, owned by students and applicable in a range of contexts, including the playground. Students are involved in the process of deciding upon essential agreements to govern and guide behaviour so as to:

- ensure relevance to students daily experience at school
- empower students by giving them ownership of the rules to which they need to adhere.
- promote collective decision-making.
- build consistency

Social and Emotional Learning Program

The ISV PSPE programme is taught across the school and aims to develop students social and emotional learning skills in five key domains; self awareness, social awareness, relationship skills, self-management and responsible decision making. A wide range of topics are examined including, friendship, bullying, conflict resolution, assertiveness and self confidence.

Circle time

In some grade levels, 'circle time' is also an integral part of the programme and the wider classroom environment. Circle time aims to create a space in which students can communicate without judgement. It provides a forum for exploring relationships, feelings and emotions through discussion, and reflection. Through circle time students are able to voice concerns and raise issues in a non judgemental and supportive environment. It enables a collaborative approach to finding solutions to problems faced in the class, playground and real world beyond school.

Curriculum programmes and practices

We use a range of school programmes and practices to develop students' social and emotional learning skills. This in turn assists students to build positive relationships with each other, with teachers and with parents and other adults.

Programmes and practices we use include:

- Student leadership programs - Student Council, Sports leaders
- Peer tutoring
- Buddy classes
- Circle time

- Extra Curricular Activities and sports
- Choirs and music ensembles

Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert), (<http://bullyingnoway.gov.au>).

Bullying of any form or for any reason can have long term effects on those involved including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved. ISV has a zero tolerance approach to incidents of bullying, with all reported instances treated very seriously. All bullying related incidents will be fully investigated and followed through to resolution.

Behaviours requiring intervention

The table below outlines behaviours that are not considered acceptable at our school.

	Direct	Indirect
Physical	<ul style="list-style-type: none"> ● hitting, slapping, punching, ● pushing, kicking ● spitting, biting or licking ● pinching or scratching ● throwing things 	<ul style="list-style-type: none"> ● getting another person to harm someone ● being a bystander/watching and not assisting
Non-Physical	<ul style="list-style-type: none"> ● mean and hurtful name calling ● hurtful teasing ● demanding money 	<ul style="list-style-type: none"> ● spreading hurtful rumours ● encouraging other students not to like someone. ● acting as a bystander

	<p>or possessions</p> <ul style="list-style-type: none"> ● forcing someone to do something against their will eg. stealing 	
Non Verbal	<ul style="list-style-type: none"> ● threatening and/or obscene gestures ● damaging school or other's property/vandalism 	<ul style="list-style-type: none"> ● deliberate exclusion from a group or activity ● removing and hiding other's property
Cyber	<ul style="list-style-type: none"> ● taking or sharing/posting photographs, videos or images of someone without their knowledge or permission ● updating someone else's social networking 	<ul style="list-style-type: none"> ● telling someone else the words you want them to type as a message ● explaining to someone how to engage in bullying via a website with which the other person may not be familiar ● watching someone engage in cyber bullying without trying to stop it or report it.

status without their permission

- Logging on to a computer as someone else or pretending to be someone else on the phone or through email

- sharing someone's work without permission

- taking credit for other's work (plagiarism)

- looking at inappropriate content

- sending threatening or abusive emails

Conferencing

Students involved in low level conflict situations on the playground will be dealt with by the teacher or teacher assistant on playground duty who will aim to resolve the matter by conducting an informal conference between those involved using the following relational questioning.

Relational Questions - to the wrongdoer	Relational Questions - to the person harmed
<ul style="list-style-type: none">● What happened?● What were you thinking at the time?● What have you thought about since?● Who has been harmed by what happened? In what way?● What needs to happen to make things right?	<ul style="list-style-type: none">● What happened?● How were you harmed?● What part of this is the hardest for you?● What do you think needs to happen next?● What do you need in order to move on from this?

Relational Practice Policy

High level, serious incidents will be referred to the Pedagogical Leadership Team for follow up and resolution. This may lead to a formal restorative conference involving all parties and their parents. Parents concerned about their child's behaviour at school should direct their concerns through the appropriate channel/person, either to the classroom teacher or through the Head of Elementary office.

Recording Incidents

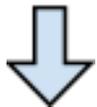
Serious incidents requiring intervention and follow up with parents will be recorded by either the teacher or leadership team member involved, and placed in the student handover folders. This should include the date of the incident and a brief summary of who was involved, what occurred and the action taken/resolution reached.

Behavioural Procedures

If a minor incident occurs the teacher/TA will engage the students in restorative dialogue.



If an incident is more serious the teacher/TA will inform/ involve a member of the Pedagogical Leadership Team. Students will undertake a restorative dialogue. Parents will be involved/informed and the incident will be recorded.



If the inappropriate behaviour continues, parents will be contacted again and asked to come to school to participate in further restorative dialogue with their child.



If the behaviour continues the school may consider the following actions:

- individual behaviour management plan
- in-school exclusion
- out of school suspension for a short period