currambena
Primary School & Preschool

Behaviour Management Guidelines

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Objectives and Philosophy

Currambena is based on a philosophy of relationships, respect and responsibility. Throughout our lives we are constantly interacting with others, and the ability to manage one's behaviour is one of the most constructive and useful skills to develop, sustain and expand. These skills develop over a lifetime, so Currambena seeks to provide skills for life, beginning by resolving individual issues as they arise. Empathy, compassion and a willingness to make reparation after a conflict are key elements of any issue.

Currambena explicitly and completely rejects the administering of corporal punishment of any kind, in any circumstances, by any person.

These guidelines are designed to provide an overview of the general process by which we manage behaviour; however, each situation is unique and may vary in some ways from the processes outlined herein.

> ***"If we manage conflict constructively, we harness its energy for creativity and development."***
>
> **Kenneth Kaye**

How do we view behaviour?

The Behavioural Continuum

At Currambena we see social behaviours as being part of a continuum, ranging from positive to negative, and thereby encompassing possible behaviours ranging from caring and helpful through to aggressive and potentially violent. At different points in a student's learning, he or she will exhibit behaviours at various points along this continuum, and Currambena seeks to guide students in moving towards the positive spectrum of behaviours, while providing empathy and support for all as negative behaviours are exhibited.

What behaviours do we expect and encourage?

Currambena aims to:

- Foster our children's development of confidence, empathy, compassion and strength
- Raise children who have the skills to contribute to a peaceful world
- Instil lifelong skills of self-awareness and responsibility
- Develop respectful long-term relationships
- Empower individuals with the language to express ideas, thoughts and opinions in a respectful way
- Encourage the sharing of ideas and opinions while appreciating differences and diversity
- Encourage decision making that is intrinsically and ethically based rather than motivated by punishments or rewards
- Encourage children to choose appropriate behaviours based on intrinsic rather than extrinsic motivators
- Empower children with a range of strategies to actively use in difficult or threatening situations.
- Communicate to everyone in a respectful way no matter what the circumstances are.

Individual community members learn to:

- Be aware of our own feelings and be able express them in an empowering, thoughtful way

- Take responsibility for our own actions and face the consequences of our decisions
- Understand and value the community
- Take responsibility for our own safety
- Speak and act with awareness of our possible impact on others
- Value good relationships and use anticipatory empathy to avoid hurting others when possible
- Be willing to make reparation after conflict
- Have frequent opportunities to practice the skills with support in individual, group, class and whole school discussions

What constitutes unsafe or inappropriate behaviour?

Currambena aims to minimise:

- A range of negative behaviours, both verbal and physical
- Any behaviour which may be reasonably seen to create an unsafe environment for any member of the community
- Violence
- Disrespect
- The use of 'put-downs' and language intended to cause hurt
- Lack of cooperation with agreements
- Behaviours which prevent other people from learning and playing
- Bullying behaviours.

What are bullying behaviours?

Bullying behaviours are repeated verbal, physical, social or psychological behaviours that are harmful and involve the misuse of power by an individual or group towards one or more persons. Single incidents are not defined as bullying.

Currambena exists in a society where incidents of bullying behaviour may occur. We reject all forms of bullying behaviour. No community member should experience bullying within the learning, working or social environments of the school. All members of the school community have a responsibility to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

In accordance with Conflict Resolution principles, we label only behaviours, not individuals. We therefore refer only to *bullying behaviours.*

Guiding Principles for Dealing with Behaviour across the Continuum

Communication

Time is regularly devoted to teaching the children communications skills and strategies, within the framework of Conflict Resolution. Students are taught to give "I" statements, and to clearly express their feelings, needs and expectations. This is particularly important for the empowerment of children.

Democracy

Class and school meetings are regularly run to establish agreements of what is considered

acceptable behaviour. Discussions around safety are vital. Agreements and associated consequences are discussed at length by the group and are voted on. Negotiated plans and agreements are regularly reviewed, discussed and revised.

Conflict Resolution

Conflict Resolution forms the basis for resolving issues between all members of the community, and everyone is encouraged to approach others whose behaviours they are unhappy with. Teachers work to guide the students through a discussion process that is designed to foster empowerment, empathy, tolerance and respect.

Consequences

In the case of unsafe or inappropriate behaviour, immediate consequences are given in accordance with prior agreements. As much as possible, consequences should be naturally related; for example, breaking a safety agreement around the use of scooters would disallow a student from using a scooter at Currambena. As much as possible students are given opportunity to re-enter an activity and regain the trust of the community by acting in accordance with agreements. Consequences are designed to foster intrinsic motivation to respect the agreements of the community. Each person involved has a valued part in the outcome. Supporting each other in an empathetic and compassionate way is encouraged to make reparation.

Teacher / Student Relationships

Meaningful and challenging discussion between teachers and students is able to occur by reason of the development of deep relationships in which students can experience their role in the school as involved, secure and valuable members of the school community.

Frequent discussion and the development of strong relationships between teachers and students is vital to maintaining a safe and trust-based school environment.

Feedback and Reporting

Currambena School is committed to regular discussion and feedback with all stakeholders, including students, parents and staff. School Council is informed of some serious issues as they arise, however confidentiality and the privacy of students and their families are paramount, therefore discussions are strictly in camera. Detailed documentation is maintained at all times especially if it is a continuing issue. Agreements and notes from meetings are kept and distributed to the relevant parties.

The Role of the Educational Coordinator

While it is important that most issues are resolved with the help and input of the relevant teacher, who holds most knowledge around the issues that have arisen for a student in their class, the Educational Coordinator is a key resource who staff and parents can request to assist in the resolution of issues. The Educational Coordinator is not only able to direct members of the community to the appropriate channels for resolving issues, but may also act as mediator where an individual feels their prior attempts at communication have not resolved the issue. The Educational Coordinator's role is to keep the school council informed of the main issues of the school.

The Educational Coordinator has a role in supporting communications between staff, parents and students to be carried out in a timely and efficient manner.

Responsibilities

School Staff have a responsibility to:

- act in accordance with Currambena philosophy, policies and guidelines as well as maintain consistency with Board of Studies requirements.
- respect and support all students in the management of behaviour;
- promote, discuss and model appropriate behaviour;
- respond quickly to all incidents of negative behaviour including those of harassment and violence; and
- within the bounds of privacy legislation and respect for individuals' rights to privacy, keep all parties who are affected by the issue, aware of the progress in relation to any reported incident of inappropriate behaviour.
- be vigilant at maintaining an environment that is physically and emotionally safe for everyone, which includes supervisions as set out in Currambena supervision policy.

Parents have a responsibility to:

- speak to teachers when they are concerned about an issue or behaviour;
- support their children to become responsible for their behaviour and to recognise the impact of negative behaviour on themselves and others;
- be aware of Currambena's philosophy of conflict resolution in order to guide and support their child in difficult situations;
- inform the relevant staff of any incidences occurring with their child in regard to negative and inappropriate behaviours; and
- collaborate effectively with the school to develop appropriate strategies for the individual situation.
- increasingly develop their skills in conflict resolution by attending parent meeting and if possible attend the conflict resolution course
- be vigilant at maintaining an environment that is physically and emotionally safe for everyone.

Students have a responsibility to:

- increasingly utilise skills that enable them to behave in a way that is respectful of both themselves and others;
- increasingly respect individual differences and diversity;
- increasingly act as responsible bystanders, by either allowing others to negotiate their own

issues or, where appropriate, seeking assistance from teachers.

– be vigilant at maintaining an environment that is physically and emotionally safe for everyone.

The School Council has a responsibility to:

- keep up to date on the main events of the school.
- be proactive at managing ongoing issues.
- When all other avenues are exhausted, follow the expulsion procedure as set up in the Articles of Association (page 25, paragraph b, item i)*.
- be as vigilant as possible at maintaining an environment that is physically and emotionally safe for everyone.

The day-to-day Implementation of the Guidelines

The flowchart, 'The Everyday Process of our Behaviour Management Philosophy', outlines the everyday process by which we manage behaviour at Currambena. It is important to recognise that any issue may be resolved at any point in these processes; most issues do not flow through to School Meeting or Council. An issue may be considered resolved when all parties are satisfied.

The following sub-sections, 'If an issue is raised by a child', 'If an issue is raised by a parent' and 'If an issue is experienced by a teacher' expand upon the processes outlined in the flowchart.

A peaceful social life "means more than the absence of conflict. It includes harmony, contentment, security and the wellbeing that exists in a community whose members are at peace. When conflict does take place, it is addressed in ways that restore and strengthen peaceful social life."

-www.restorativejustice.org

If an issue is raised by a child:

– The child approaches a teacher and there is a discussion about what has occurred and what they need. A plan is made for how to approach the issue.

– The child approaches the person with whom they have the issue, with or without the teacher present. The child expresses their issue and the children negotiate what they need from each other.

– If both parties are satisfied, the conflict may be resolved. If not, either party will seek further support from the teacher. The teacher will either suggest further strategies or support the children in speaking to each other. Agreements relating to the issue are made or reiterated.

– If both parties are satisfied, the conflict may be resolved.

– Any incident attended to by any staff member other than the children's teacher or parent, must alert the classroom teachers as soon as possible.

– If an issue is physical in nature or ongoing, the parent of the child reporting the behaviour is notified of the issue and the steps that have been taken to resolve the issue. Similarly, if

the issue is significant or ongoing for the second child, the parent will be informed.

- If there is an ongoing issue that these steps have not resolved, a class meeting may be held, where the behaviour is discussed in an open and frank manner. Agreements and plans made are shared and discussed by all.

- If an issue remains ongoing and is highly disruptive or disrespectful of agreements made, the behavioural issue is raised at a School Meeting and discussed by all, with input and suggestions sought from children. Bringing a child up by name can only occur after consultation with a teacher and after going through the processes outlined above.

- Parents are given regular feedback on the effectiveness of strategies utilised. Plans are constantly reviewed and revised.

If the issue is raised by a parent:

- The issue is clarified and discussed by the parent concerned and the relevant teacher in a formal meeting. Detailed discussion of issues, outcomes and potential solutions takes place, and a plan is formulated with the parent.

- The teacher meets with the child with whom the parent has the issue to discuss the concern. Plans and agreements relating to the issue are made. The child's parents are informed of the issue.

- The teacher feeds back to the parent what plans and agreements have been made, while respecting the privacy of the child and family involved. If both parties are satisfied, the conflict may be resolved.

- Plans and agreements are reviewed and revised as necessary.

- Where necessary, Class and School Meeting procedures are followed as outlined above.

- At all times, parents have the right to one-on-one consultation, support and advice from the relevant Staff member.

- Parents are encouraged to attend the Currambena Conflict Resolution Course to assist in developing strategies for dealing with issues as and when they occur.

- Parents who are not directly involved but feel affected by an issue indirectly are encouraged to talk to the teacher involved or the Educational Coordinator about their concerns for their child and how it is affecting them. Plans and meetings could be organised from these individual discussions.

If an issue is experienced by a teacher:

- Currambena teachers are committed to continual communication with the students regarding their personal responsibility for behaviour. Expectations for behaviour are clarified and plans and agreements are negotiated between the teacher and the child.

- If an issue is significant or ongoing, formal discussions with the parents of all children involved are organised, and discussions about expectations, agreements and plans take

place within the bounds of confidentiality.

- Regular feedback on the effectiveness of the behaviour management plans is provided to all involved. Plans are regularly reviewed and revised.

- In addition, and particularly where a similar issue is arising for several children, the teacher may design and implement relevant whole class skills lessons, emphasizing Conflict Resolution strategies and language. Parents are informed of the content in the newsletter.

- Where necessary, particularly in the case of ongoing issues, teachers encourage parents to seek professional support e.g. counselling or behaviour management experts.

- If appropriate the teacher will also bring the issue to the class meeting or school meeting.

- If an issue is significant or ongoing, teachers discuss the issue and seek support at Staff Meeting.

- If an issue is unusually significant or ongoing, the teacher informs the School Council while maintaining confidentiality.

What is the process for resolving conflict surrounding incidents of unsafe or inappropriate behaviour?

If a parent speaks to the Educational Coordinator or a member of the School Council about the handling of an issue that they have concerns about, they will be given a copy of these Currambena School Welfare and Behaviour Management Guidelines. It is important that parents make great effort to understand the everyday process of our behaviour management philosophy as outlined in the flowchart and this document. Members of the school Council are required to know the process by which issues are resolved and to direct parents to the appropriate channels.

The parent should then approach their child's teacher to further clarify the process and how it has been utilised in the incident at hand, thus beginning the process outlined in the flowchart.

If the full process has been undertaken and the parents remain unsatisfied, the parent should approach theEducational Coordinator for help with how to proceed further, and refer to Currambena's 'Resolving Issues Policy'.

The Educational Coordinator may decide to bring in an outside third party. This may be the School Liaison Police or the Specialist Youth Officers, units of the NSW Police Force, who can provide advice to young people, their parents and the school; they can make determinations for juvenile matters in accordance with the Young Offenders Act.

Contact number for School Liaison Officer through the NSW Police Assistance Line: 131 444.

**(b) Subject to the provisions of these Articles and within the policies laid down and directions given by the Council, the Education Committee may consider and make recommendations to Council, on the following matters:*

(i) The formulation of criteria for the enrolment and admission of students to the School and ***the expulsion of students from the School***