

Behaviour Management At Kinma

Philosophy

At Kinma, children are encouraged to be responsible, independent and develop discipline for themselves from within. Children respond in kind to courteous and considerate treatment by adults, and will approach activities with concentration and motivation when tasks are suited to their needs and interests.

We encourage children to respond to limits and gradually develop the skills to set their own limits. We carefully consider the development of each child in all areas, including their behaviour. At Kinma we develop children with self-discipline, respect for others and their difference, honesty in action and thought; children who value co-operation, who take pride in their school, classroom and groups.

The objectives of our approach to behaviour management are:

- To develop a sense of responsibility for behaviour;
- To limit the disruption to others from inappropriate behaviour;
- To develop non-violent and non-aggressive approaches to conflict resolution.

How we manage behaviour

We actively develop a relationship

Staff, parents and children develop good relations based on open communications, humour, respect and shared learning experiences.

We promote independence in children

At Kinma we believe it is important for children to develop independence and a sense of "I can do it". While staff are on hand to support all situations we do encourage children to "have a go" or to gain assistance from peers; not to turn to an adult for the "answers".

In today's world children have little or no 'power' over their world, and at Kinma staff are constantly looking for ways to empower children, which in turn leads to a greater self-awareness and increased self esteem. Children with good self-esteem are in a good position to develop self-discipline.

We create opportunities to contribute to the Kinma community

Staff listen to and act on children's ideas and involve children in decision-making so that they can make a positive contribution in their own lives at Kinma.

We establish clear limits

Children and staff have agreed on some school standards, along with children's rights and responsibilities. We use these standards to shape children's behaviour and let them know what is expected. We communicate this by talking about desired behaviour rather than focusing on misbehaviour, explaining reasons for the limits, saying "yes" often, stressing positive nouns such as "walk", rather than "don't run". We have few rules to remember. They are listed below.

The following actions are inappropriate and will not be accepted:

- Bullying or violence (verbal or physical) with the intent to harm;
- Speaking to teachers, parents, visitors or other children in an offensive manner;
- Deliberately damaging or defacing, or stealing school property or other property or acting in a way likely to cause damage;
- Not acting responsibly to people when outside the school community;
- Being in possession of an object, the purpose of which is to inflict harm to another or to property;
- Being in possession of cigarettes, alcohol, or unlawful drugs.

Rights:

- We have the right to play and learn;
- We have the right to be safe and happy in the playground;
- We have a right to be listened to and gain access to buildings, first aid, and staff;

- We have a right to a clean place.

Responsibilities:

- We have the responsibility to learn and share with others;
- We have a responsibility not to hurt others by word or action;
- We have the responsibility not to abuse our rights;
- We have the responsibility to maintain a clean environment.

We make encouragement a habit

Encouragement focuses on effort, improvement and displays confidence and is offered at all times.

We develop a healthy attitude to mistakes

Our mistakes have the potential of providing our greatest learning opportunities. When children make errors constructive feedback is provided so that children can learn from their mistakes.

We are good role models

People are more likely to adopt healthy-lifestyles and optimistic view of the world if others in their lives do likewise.

We expressly prohibit corporal punishment

The School supports the emotional well being of children and teachers and abstains from corporal punishment and other coercive and manipulative approaches. The School does not support the administration of corporal punishment by non school members including parents to enforce discipline at school.

Kinma acknowledges that:

- Some testing of the limits of acceptable behaviour is normal for children;
- Children gain a sense of security in their school environment knowing that if necessary limits will be placed on their behaviour and that of others;
- Misbehaviour is often a child's expression of underlying factors. Teachers take steps to understand the intent of children's misbehaviour and to respond to the underlying issues as well as the misbehaviour. This is done in collaboration with students and (where appropriate) with parents, always giving due consideration to the goal of developing self-discipline in children.
- A copy of Guiding Childrens Behaviour is attached to this strategy for further understanding and education.

How we respond to inappropriate behaviour

If a student is found to be in possession of a banned item (weapon, drugs etc), we will confiscate it. Parents may collect it from the office.

If inappropriate behaviour involves damage to, or theft of, property, the property must be repaired, replaced, or returned.

Our other responses to inappropriate behaviour are:

- Withdrawal of rights (eg excursions, play areas);
- Removal of children from classroom/school for the safety of themselves and others.

Our responses to inappropriate behaviour always follow discussions with the child(ren) involved to find out what happened and why. Depending on the individual circumstances of each case, our responses may also involve discussions with other children, staff or parents. If the child/children involved have displayed similar behaviours previously staff will contact parents to arrange a formal meeting.

The School has responsibility for the well being and education of all the school community at all times.

This is an ongoing part of children's socialisation at Kinma. Children are respected as individuals, but are expected to be an involved member of the whole group. Support and guidance in man depending on the circumstance.

Removal of a child from School (extended suspension/expulsion)

Where staff believe the nature of the behaviour may require an extended period from the School the student and the parent will be formally advised. The following process will be undertaken:

1. Parents and student will be informed in writing of the serious nature of the issue; a copy of the Behaviour Management Strategy will be included.
2. A written report will be forwarded to the Manager
3. The Manager will convene a meeting with the Education Committee
4. The parents will be invited to the meeting to listen to the concerns raised and to have an opportunity to further discuss the issue. The Manager will offer a support person (of their choice) to attend with the family.
5. A recommendation is made to the School Council
6. Council responds to both Education Committee and the family with a preliminary finding and decision. Council request written response from family.
7. A review process of the preliminary decision can be requested by all parents.
8. A meeting will be scheduled with the full Council to take any additional information into consideration.
9. Council will forward to Education Committee and the family its final decision
10. This process will take the minimum time possible – 7 days would be the goal.
11. The school does not prevent any student admission to another school.

Other readings to support knowledge and understanding include and are not limited to :

- Restorative Justice - Terry O'Connell
- Non Violent Communication – M. Rosenberg
- Beyond Discipline: From Complaints to Community – A.Kohn
- Peaceful World – R. Grille
- Children are People Too – Louise Porter
- Raising Caring, Creative Confident Kids – R. Wylde
- Compassionate Classroom -Relationship based teaching and learning – F. Hart, V. Kindle-Hodson