

## BEHAVIOUR MANAGEMENT PROCEDURE

### Approach to Behaviour Management

As a school community, it is essential to have a shared understanding of how student behaviour is managed to foster a positive and supportive learning environment.

Our Behaviour Management strategies are designed to:

- Emphasise and affirm positive behaviours through a proactive and constructive approach.
- Help students develop self-discipline while nurturing their self-esteem.
- Encourage children to take responsibility for their own actions and decisions.
- Clearly communicate expectations and apply them consistently across the school.

Our expectations for students are that they will:

- Take responsibility for their actions, learning, and belongings.
- Be honest, trustworthy, and reliable.
- Show care and support for their peers.
- Demonstrate respect through their words and actions for:
  - Other people and their cultures.
  - All adults.
  - Class and school rules.
  - The school environment and others' belongings.
- Collaborate effectively with classmates and staff during lessons and recreational activities.

## Behaviour Code

Our 5 key values - Excellence in Education, Inclusivity and Diversity, Community Engagement, Continuous Improvement and Ethical Leadership underpin our code of behaviour for the children.

### *Excellence in Education*

Students are encouraged to strive for their personal best in all aspects of learning.

- Behaviour Expectations:
  - Show dedication and perseverance in classwork, homework, and activities.
  - Participate actively in lessons and demonstrate curiosity by asking thoughtful questions.
  - Take pride in their achievements while respecting the accomplishments of others.
- Practical Examples:
  - Completing assignments on time and with effort.
  - Encouraging peers to stay motivated and help each other succeed.
  - Seeking feedback to improve skills and understanding.

### *Inclusivity and Diversity*

Students embrace and respect differences in backgrounds, abilities, and perspectives.

- *Behaviour Expectations:*
  - Be respectful and kind to everyone, regardless of their culture, ethnicity, language, or beliefs.
  - Celebrate the unique qualities and contributions of each member of the school community.
  - Actively include others in activities and conversations, ensuring no one feels excluded.
- Practical Examples:
  - Inviting a new classmate to join a group activity.
  - Using inclusive language and avoiding teasing or bullying.
  - Participating in events that celebrate diversity, such as cultural days or special assemblies.

## ***Community Engagement***

Students understand the importance of contributing to their school and wider community.

- Behaviour Expectations:
  - Treat the school environment, local community, and shared resources with care.
  - Support school initiatives such as charity drives, environmental projects, and community events.
  - Engage respectfully with adults and peers when representing the school in external settings.
- Practical Examples:
  - Helping clean up after events or recess.
  - Participating in volunteering opportunities or fundraising for community causes.
  - Showing courtesy when interacting with visitors, teachers, or community leaders.

## ***Continuous Improvement***

Students embrace learning as an ongoing journey of growth and development.

- Behaviour Expectations:
  - Be open to constructive feedback and use it as an opportunity to grow.
  - Set personal goals and work towards achieving them.
  - Celebrate progress, not just results, while encouraging peers to do the same.
- Practical Examples:
  - Reflecting on their own performance and identifying areas for improvement.
  - Persevering when faced with challenges and showing resilience.
  - Encouraging friends to embrace challenges and maintain a positive mindset.

## ***Ethical Leadership***

Students model integrity, fairness, and responsibility in their actions.

- Behaviour Expectations:
  - Be honest, trustworthy, and reliable in all situations.
  - Stand up for what is right and support peers in doing the same.
  - Lead by example, demonstrating respect, kindness, and accountability.
- Practical Examples:
  - Reporting incidents of unfairness or bullying to a teacher in a responsible manner.
  - Offering to mentor or guide younger students.
  - Owning up to mistakes and taking steps to make amends.

## ***How These Values Underpin the Code of Behaviour***

- By practising **Excellence in Education**, students foster a culture of striving for success and celebrating individual growth.
- Through **Inclusivity and Diversity**, they create a safe, welcoming environment where all feel valued.
- With **Community Engagement**, they strengthen connections and contribute positively to the world around them.
- A commitment to **Continuous Improvement** ensures students maintain a mindset of lifelong learning and resilience.
- **Ethical Leadership** empowers students to act with integrity and influence others positively, fostering a respectful and supportive school culture.

## Managing Inappropriate Behaviour

Our approach to managing inappropriate behaviour is rooted in restorative practices, focusing on understanding the behaviour and guiding students towards making better choices.

### ***Initial Responses:***

To address inappropriate behaviour, the following strategies will be employed:

- Praising positive, on-task behaviour to reinforce expectations.
- Clearly stating the desired behaviour to redirect focus.
- Providing direct instructions and using non-verbal cues, such as eye contact.
- Offering gentle reminders, asking refocusing questions, and presenting choices to encourage self-correction.
- In some cases, employing tactical ignoring to minimise attention to minor disruptions.

### ***Key Reflection Questions:***

When inappropriate behaviour requires a more formal intervention, the following prompts will guide the discussion:

1. What are (or were) you doing?
2. What should you be doing?
3. What do you need to do now?
4. What is the best choice you can make right now?

The goal of these questions is to encourage self-reflection, helping the child quickly understand and resolve the issue. This process minimizes disruptions to their learning and that of their peers while fostering accountability and self-discipline.

### ***Consequences and Remedial Actions:***

Any consequences or follow-up actions will be proportionate to the behaviour and aimed at helping the child take responsibility. These actions will also support the development of better decision-making in the future.

This structured approach ensures a positive and constructive resolution to behavioural challenges, promoting a respectful and inclusive learning environment.

## ***Addressing Inappropriate Behaviour***

### **For Minor Incidents:**

The teacher will handle minor inappropriate behaviour through:

- Using key reflection questions and agreeing on appropriate actions.
- Employing strategies such as redirecting focus, working or playing separately from others, or completing tasks during their own time.
- Encouraging apologies is a way to restore relationships.

### **For Moderate Incidents:**

Moderately inappropriate behaviour will involve:

- The same strategies are used for minor incidents, supplemented by a restorative discussion.
- Additional measures such as time out, loss of privileges, or involving the principal to address the situation.

### **For Serious Incidents:**

Serious inappropriate behaviour will be managed by the principal, with:

- Parents are informed and involved in addressing the issue.
- Seeking support from external agencies when necessary to provide additional guidance or intervention.

This tiered approach ensures that all behavioural issues are addressed appropriately and effectively, supporting the well-being of both the individual and the wider school community.

### **Preventing bullying and harassment:**

At École Française Internationale Auckland we are committed to providing a physically and emotionally safe place that is free from bullying and harassment for students, staff, and the wider school community.

Preventative actions will be taken to provide a safe learning and working environment as bullying and harassment will not be tolerated. *More information through our School docs policies **Bullying and Harassment, Responding to Student Bullying and Harass***

### **Physical Restraint:**

Staff manage challenging behaviour appropriately and use de-escalation techniques if student behaviour poses a danger to themselves or others. As per the Ministry of Education's compulsory Physical restraint training module completed by all teachers, physical restraint may only be used by teachers or authorised staff members to prevent imminent harm, and only according to Ministry guidelines. *More information through our School Docs policies **Minimising Physical Restraint**.*

### **Raising Concerns and Complaints**

At École Française Internationale Auckland, anyone who wants to bring a matter to the attention of the school should follow the procedure for raising concerns and complaints.

Please refer to our online procedure on *School Docs* policies **Concerns and Complaints Policy** regarding:

- Contacting an appropriate person
- Contacting the principal or board
- School assessment and response