Policy Name	Appropriate Behaviour Policy
Related Policies and Legislation	Behaviour Management Procedure Anti-Bullying Policy & Procedure Anti-Discrimination Policy Child Protection Policy & Procedure
Policy Category	Behaviour Management Inclusive Education
Relevant Audience	All Treetops Community
Date of Issue / Last Revision	20 May 2010 15 March 2013 21 May 2015 14 September 2017 06 September 2018
Date Set for Review	September 2021
Person/s Responsible for Review	Treetops Administration

Appropriate Behaviour Policy

Purpose:
The development of appropriate and acceptable behaviour is a parent, student and staff concern and is based upon recognition of the dignity and worth of all individuals within our community.

Treetops Montessori and International Baccalaureate School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

Aims of this Policy:
To create an environment in which all students and staff are:
- treated with dignity and justice;
- feel safe and secure;
- free to be involved in the teaching and learning process unhindered by any anti-social behaviour;
- aware of the rights, but also the responsibilities to themselves and others;
- aware of the procedures put in place to manage inappropriate behaviour;
- assured that teachers will be fair and consistent with discipline; and
- clear that students have been made aware of the consequences of their actions.

Treetops approaches all aspects of student experience in a child-centred way and this philosophy is inclusive of behaviour management.

Understanding Student Behaviour

Human behaviour is generally accepted to be a complex phenomenon. The science of human behaviour has informed positive behavioural support practices that place the emphasis on teaching social and behavioural skills rather than punitive and exclusionary policies. The following behavioural principles or assumptions may be helpful in understanding behavioural challenges:

• Behaviour is learned – responses to behaviour in a student's environment and the modelling of significant others all serve to reinforce the learning of specific behaviours.

• Behaviour is purposeful and communicates needs in a social environment – understanding the function of the behaviour and the unmet needs provides valuable information to inform support and therapeutic intervention plans.

• Behaviour can be taught and changed - when viewed as a skill-deficit, the lagging or yet to be developed skills, provide a focus for support (e.g. emotional regulation skills, coping skills, problem-solving skills, communication skills).

Additional individual, environmental and situational factors may also contribute to specific behavioural challenges. This can include factors such as: identified disability, specific learning needs or strengths, difficulty at home, safety concerns resulting from trauma, mental health difficulties, and disengagement from learning. When the various areas of need are fully understood, it is more likely that effective supports can be planned and implemented.

We consider appropriate behaviour to be evidenced in the following ways:
• Respect for oneself, others, property and the environment;
• Prosocial behaviour at all times;
• Appropriate classroom behaviour;
• Appropriate playground behaviour;
• Using appropriate language and tone;
• Good manners and courtesy;
• Compliance with reasonable instructions/requests;
• Self-discipline.

Inappropriate behaviour exhibits itself in many ways in students, the common factor being a need for the student behaving inappropriately to seek attention either consciously or unconsciously. Inappropriate behaviour falls into various categories some examples of which are as follows:

a) Aggression (physical): Pushing & shoving other students, biting, pinching, pulling hair etc.
b) Aggression (verbal): Name calling, shouting and screaming at others and generally saying unkind or scary things.
c) Disruption: Continuous disruption of the class by interruption of work, snatching things from others, being excessively noisy etc.
d) Damage Damaging or not taking care of furniture, buildings, ground or property.

Bullying

Treetops condemns all forms or bullying and is proactive in the identification and eradication of all such behaviours.

• 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 a 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). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

• Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

Behaviour Management

Class teachers (Primary) and Advisory teachers (Secondary) manage student behaviours not falling into the category of a serious breach of discipline. The Principal, at their discretion, may become involved in the management of student behaviours.

For ongoing or increasing student behaviour management issues, parents will be asked to work with the school.

Breaches of school discipline may result in suspension or expulsion from the school if the student's behaviour does not improve despite all other efforts.

Behaviours which will be considered a serious breach of discipline
- Bullying behaviour.
- Physical assault or intimidation of staff.
- Verbal abuse or harassment of staff.
- Physical assault or intimidation of students.
- Verbal abuse of harassment of students.
- Wilful offence against property.
- Substance misuse (legal substances such as cigarettes, alcohol, or prescribed medication.
- Illegal substance offences (those illegal under the Criminal Code).

Serious breaches of discipline will be managed by the Principal or delegated authority.