The Springfield Kindergarten

Student Behaviour

Policy

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Golden Rule
Treat others the way you want to be treated.

I. Rationale:

In order to provide an environment where all students and staff feel safe and respected, and an environment which enhances and promotes teaching and learning, The Springfield Primary School developed, implemented and enforced a Student Behaviour Policy. It is evident that students who consistently demonstrate a positive attitude towards learning often achieve academic success-and TSPS procedures and practices will reinforce the expected positive behaviours, while challenging those which are not reflective of our values.

We believe that: -
+ Everyone has the right to feel safe at all times.
+ Behaviour improves more when handled in a positive way.
+ Children feel angry, frustrated and upset at times and may need help to express a safe secure environment for children, and modelling appropriate behaviours.

II. Main Objective:

1) Create a safe and secure educational environment for students, teachers and school administration, remove obstacles to help them perform their duties as effectively as possible, and to meet parent expectations.
2) Promote student's positive behaviours and contribute to reducing behavioural problems and occurrence of negative behaviours at school.
3) Provide teachers with appropriate educational methods, guidelines and effective approaches to address student behaviour and to avoid incidents of acute physical/or psychological harm or abuse.

III. Definitions and Terminologies:

1) Behaviour
+ All explicit or symbolic verbal utterances or actions said or done by a student while interacting with the school staff and members of the school environment in various situations.

2) Positive Behaviour
+ Is the desired behaviour that has a positive impact on the school environment and in line with the accepted norms in the society.

3) Negative Behaviour
+ Is the undesired behaviour which violates accepted norms in society as well as the rules and regulations of the Ministry of Education and Higher Education enforced in the school, derive from the principles of Islamic Sharia.

IV. Behaviour Management Procedures:

We recognize that individual differences and situations can exist and that not every technique works with every child. The Springfield Primary School follows a seven-step method. These procedures are developed in order to allow children the freedom to correct the difficulty they are having on their own.

1) REMINDER

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Either before the activity begins or during the process the children will be reminded what is acceptable and is not acceptable. This can be coming up with solutions to problems and role playing what things they may do or say if a problem presents itself.

2) **REINFORCE**

We will comment on the child's success. It lets the child know that his/her appropriate behaviour is valued and appreciated.

3) **REDIRECT**

We will anticipate a behaviour problem or see a problem beginning and make suggestions as to what alternate activities are available. It might just be a simple process of pointing out what might become a problem.

4) **RESTATEMENT**

We will take the child aside and in quiet voice, at the child's eye level, restate the appropriate limits and discuss the logical consequences if the behaviour continues.

5) **REMOVAL**

This involves the removal of a child from the activity for a brief amount of time, in the past, a similar technique was known as "time out". Removal differs from time out in the following ways...

a) Removal is not a "punishment". It is a time for the child to calm down and regain control.

b) Since this process should not be humiliating, we will not have a predetermined chair or place.

c) The child determines the length of the removal period. The child may return to the activity, when he/she feels able to remain in control and act appropriately.

d) This procedure is intended to be part of the learning process which has the goal of enabling the child to eventually develop "self-discipline".

6) **RE-JOIN**

This will take place when the child feels ready and able to re-join the group. A dialogue will occur between the teacher and the child to address why they were removed from the group and the alternative behaviour choices.

7) **ROUNDTABLE**

When all else failed and the behaviour problem becomes extensive or repetitive, it becomes necessary to involve the parents and teachers for a roundtable conference. This will give everyone the opportunity to pool their resources and determine strategies and consequences.

V.   Summary of Violations and Remedies:

Misbehaving students can be a handful. Reasoning won't work with them, and punishment will only make their behavior worse. Below are the common behavior issues of students at Primary School stage as well as its remedies.

1) Interrupting

Primary School students tend to get excited quickly and cannot control their urge to say what they want to say. They keep interrupting you all the time. So the next time you have a conversation with your students, here is what you should do.

- Let them finish what they want to say. Hear them out without interruption and then begin talking.

- When they interrupt, explain how teacher did not interrupt and listened when they were speaking. Tell them that they will get a chance to speak after you finish. Say, "let teacher finish, honey" or "teacher has not finished talking."

2. Screaming

Primary School students cannot express themselves verbally. They tend to show their anger or frustration in different ways, including screaming. So, what do you do when your student/s screams?

- Do not scream or shout back at them. It only reiterates that it is okay to scream.
- Teach them to whisper or talk calmly, through a game. For instance, you can start with a 'let's see who can scream the loudest', and then try 'who can talk calmly or whisper'.
- Acknowledge her/his feelings and talk to her/him. Although you may not have a proper conversation with a Primary School student, words can soothe them, and they might stop screaming.

3. Running away

Does your student run away and hide when he gets angry? Running is dangerous. But you can keep her/him safe by:

- Keeping an eye on the child's movements.
- Showing the student where she/he can run and where she/he cannot. Explain by showing people around and what they are doing. For example, show a photo with children running in the park to say that it is okay to run there. Likewise, show a photo on how children do not run on the streets.

4. Pulling hair

Students may tend to scream, kick and pull hair to fix 'bad things'. The only way to make them stop such behavior is to make them understand that it does not work.

- Interrupt your student when she/he is pulling her/his or someone else's hair to indicate that she/he should not be doing it.
- Talk it out and try to explain that it is 'bad' to pull hair.

- Do not pull your student's hair back to show how it feels. They may see it as a game and do it again.

5. Throwing things

Some students throw things to show their frustration. They tend to throw food, notebooks, books, pens, toys, or anything that they can get their hands on just out of curiosity or frustration.

⁜ Discourage them from throwing things when they are angry or aggressive. If they persist or keep throwing things that could hurt other students, interrupt immediately and tell them that it is not good and it may hurt other children and you should say it in a calm voice.

VI.   Roles and Responsibilities:

Headmistress	Responsible for ensuring the policy is implemented fairly and consistently by all staff Will maintain a positive tone towards discipline issues and actively enforce the policy at all times Will ensure that parents are well informed as they are integral participants in managing behavior Are the final arbiter on discipline issues
Teaching Staff	Responsible for implementing the school's Student Behavior Policy fairly and consistently to all students Will maintain a positive tone towards discipline issues and actively enforce the policy at all times
Support Staff	Have the right to expect the same standards of good behavior from students as teaching staff Should inform a staff member or Principal if there are discipline issues Are expected to support the school and its discipline policies
Students	Are expected to arrive on time, attend all classes, and follow teacher instructions Have the right to be treated with respect, to expect fair and consistent treatment and to be able to voice and have their opinions heard in an appropriate forum Have the responsibility to be aware of and abide by school rules, regulations and procedures
Parents	As a condition of registration parents are expected to support the school's Student Behavior Policy Should inform the school of any issues that may affect a student's behavior at school e.g. a death in the family, ill health etc. Any parental concerns about the school's discipline policies should be discussed with the Headmistress

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