

# Behaviour Management Policy



Tohoku International School

**Purpose:**

- Define Restorative Justice and Intervention within TIS
- Outline the behavior management and reporting ladder and staff
- Outline incident record-keeping practices at TIS

**Philosophy**

The Behaviour Management Policy (BMP) at TIS reflects a collaborative, ongoing action by Senior Leadership (SL), Student Support (SS), Student Safeguarding and all stakeholders. The underpinning principles of behavior management at TIS align with Restorative Justice and Intervention practices. In this, TIS affords agency to all students and teachers to be involved in the act of redemption and readjustment of balance within the community while offering care to all stakeholders. Restorative justice seeks to examine the harmful impact of actions and then determines what can be done to repair that harm. This is done through accountability and accepting responsibility to repair the harm done. All members of the community are expected to uphold restorative justice practices throughout the school and at all times.

The six principles of restorative practice are:

1. Restoration – the primary aim of restorative practice is to address participants' needs and not cause further harm. The focus of any process must be on promoting a restorative practice that is helpful, explores relationships and builds resilience.
2. Voluntarism – participation in restorative practice is voluntary and based on open, informed and ongoing choice and consent. Everyone has the right to withdraw at any point. In this event, a new action will be implemented that aligns with Restorative practices.
3. Impartiality – restorative practitioners must remain impartial and ensure their restorative practice is respectful, non-discriminatory and unbiased towards all participants. Practitioners must be able to recognise potential conflicts of interest which could affect their impartiality.
4. Safety – processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views which must result in no further harm being caused.
5. Accessibility – restorative practice must be respectful and inclusive of any diversity needs such as mental health conditions, disability, culture, religion, race, gender or sexual identity.
6. Empowerment – restorative practice must support individuals to feel more confident in making their own informed choices to find solutions and ways forward which best meet their needs.

This policy uses the language of negative and positive behavior. 'Negative' behavior is to be understood as actions that cause distress or harm to any members of the community - including the self - as well as the school premises or reputation in a way that destabilizes the balance\* of the institution at any level. 'Positive' behaviour is to be understood as an action that causes care, support or growth to any members of the community - including the self - as well as the school premises or reputation.

Restorative Justice, and TIS, by proxy, assumes the following:

- The inherent self-worth and right to well-being of all people
- The belief that humans are inherently 'relational' beings. Humans need to have healthy relationships with others and their environment in order to be successful and fulfilled.
- The goal that restorative justice must replace the previous institutional, punitive justice practices and focus on constructing, repairing and maintaining relationships between affected members of the community

Acknowledging the above, TIS attempts to the best of the school's abilities to take incidents on a case-by-case basis. As such, pastoral care at every level is highly promoted and integrated into the BMP as a way to effectively use human resources as effectively as possible while supporting as many of our students individually.

TIS uses Toddle as the primary record-keeping software, however, in cases of behaviour management, TIS will use the Google Suite as stipulated in the Student Safeguarding and Support Policy. All incidents, actions taken, and action plans are logged through this system. Student Safeguarding and/or the Vice Principal will ensure staff reports are dealt with appropriately as soon as they occur. Student Safeguarding will be responsible for informing stakeholders of the status of incidents and/or actions that are required to be taken.

In the case of serious incidents where severe harm is done, or distress is caused, the Principal will be involved in the applicable steps of the process.

\*Many acts are considered to destabilize the balance within the institution. Some examples are:

- (un)willingness to be kind;
- harmful influence on others;
- disruption to teaching, learning and living environment;
- violation of basic values and rights;
- unexcused absences
- refusal to listen to a teacher's reasonable request,
- Defiance or open disrespect toward school personnel.
- Bullying, including verbal torment, rumour generating, ostracizing.
- Deliberate academic dishonesty.
- Inappropriate use of e-mail, texting, social networks or other electronic communications.
- Disrespect for others, including sexual harassment or overt sexual behaviour.
- Possession, consumption or dealing of alcohol, tobacco or illicit drugs.
- The use of aggressive or profane language with the specific intent of causing harm
- Vandalism or disrespect for the environment demonstrated through thoughtlessness.
- Theft or deliberate damage of school or personal property.
- Inappropriate behaviour on public transport or school buses.

- Persistent lack of cooperation or violation of school policies.
- etc.

TIS takes a dynamic approach to incidents, and judgment of an act is based on the perspectives of those involved and the objective extent of the harm/distress caused. This is, in part, an acknowledgement that our students are individuals as well as a reflection of our philosophy that TIS will always prioritize the safety of all our students in all actions taken as a response to negative behavior.

Unless stipulated otherwise with HS (Secondary School) or ES (Elementary School) signifiers, all contents of the Behaviour Management Policy apply to all levels of TIS.

TIS Behavior Ladder

- HT: Homeroom Teacher
- HOS: Head of School (Secondary or Elementary)
- P: Principal
- VP: Vice Principal
- SG: Student Safeguarding Team
- SS: Student Support

	Severity	Actions and Reporting
Single Incident	Low - Level	<input type="checkbox"/> Report Incident to Homeroom Teacher (HT) via email. <input type="checkbox"/> HT uses Restorative techniques to address incident. <input type="checkbox"/> Incident and outcome of intervention reported to Head of School. <input type="checkbox"/> Head of School (HOS) analyzes data and plans next steps on a case-by-case basis. <input type="checkbox"/> HOS files report and shares report with SG if applicable.
	Mid-level	<input type="checkbox"/> Report Incident to HT, HOS and SG via email. <input type="checkbox"/> HT uses Restorative techniques to address incident. If HT feels unable to do so, SG and HOS support and/or take over the process. <input type="checkbox"/> Incident and outcome of intervention reported to HOS and SG <input type="checkbox"/> HOS and SG analyzes data and plans next steps on a case-by-case basis. Parents could be contacted depending on the nature of the incident and the Principal (P) informed. <input type="checkbox"/> HOS or SG files report.
	Severe	<input type="checkbox"/> Student sent to library and escorted to be in care of the SG team <input type="checkbox"/> Report Incident to HT, HOS and SG via email and via face to face discussion <input type="checkbox"/> SG uses Restorative techniques to address incident. <input type="checkbox"/> HOS and SG analyzes data and plans next steps on a case-by-case

		<p>basis. Parents to be contacted at a time depending on the nature of the incident and P informed.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student may be sent home if the possibility of further harm exists. The Principal (P) will be required to oversee the process.</li> <li><input type="checkbox"/> HOS, P and SG will meet to discuss an action plan.</li> <li><input type="checkbox"/> HOS of SG files report/ongoing reports.</li> </ul>
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	Severity	Actions and Reporting
Repeated Incident	Low - Level	<ul style="list-style-type: none"> <li><input type="checkbox"/> Report Incident to Homeroom Teacher (HT) via email.</li> <li><input type="checkbox"/> HT uses Restorative techniques to address incident.</li> <li><input type="checkbox"/> HT approaches Student Support (SS) and SG to discuss the ongoing nature of the issue.</li> <li><input type="checkbox"/> Incident and outcome of intervention reported to Head of School.</li> <li><input type="checkbox"/> Head of School (HOS) analyzes data and plans next steps on a case-by-case basis.</li> <li><input type="checkbox"/> HOS files report and shares report with SG.</li> <li><input type="checkbox"/> If issue persists, HOS to intervene with restorative practices and work with all involved staff to support student transformation.</li> <li><input type="checkbox"/> If, after a specified period of time, no improvement is seen, HOS may contact parents if appropriate to request support.</li> </ul>
	Mid-level	<ul style="list-style-type: none"> <li><input type="checkbox"/> Report Incident to Homeroom Teacher (HT) via email.</li> <li><input type="checkbox"/> HT uses Restorative techniques to address incident.</li> <li><input type="checkbox"/> HT approaches Student Support (SS) and SG to discuss the ongoing nature of the issue.</li> <li><input type="checkbox"/> Incident and outcome of intervention reported to Head of School.</li> <li><input type="checkbox"/> Head of School (HOS) analyzes data and plans next steps on a case-by-case basis.</li> <li><input type="checkbox"/> HOS files report and shares report with SG.</li> <li><input type="checkbox"/> If issue persists, HOS, SS and SG to intervene with restorative practices and work with all involved staff to support student transformation.</li> <li><input type="checkbox"/> If, after a specified period of time, no improvement is seen, HOS may contact parents if appropriate to request support.</li> </ul>
	Severe	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student sent to library and escorted to be in care of the SG team</li> <li><input type="checkbox"/> Report Incident to P, HT, HOS and SG via email and via face to face discussion</li> <li><input type="checkbox"/> Student may be sent home if possibility of further harm exists. The Principal (P) will be required to oversee the process.</li> <li><input type="checkbox"/> SG uses Restorative techniques to address incident.</li> <li><input type="checkbox"/> HOS and SG analyzes data and plans next steps on a case-by-case basis. Parents to be contacted at a time depending on the nature of the incident.</li> <li><input type="checkbox"/> HOS, P and SG will meet to discuss an action plan.</li> <li><input type="checkbox"/> HOS of SG files report/ongoing reports.</li> <li><input type="checkbox"/> If this incident is a repetition of a previous severe incident, in order to reduce harm most effectively, the student may be asked to be suspended</li> </ul>

		from school for a period of time, or permanently if no transformation appears possible.
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Reviewed by VP and SG on 9.9.2024

## What are Restorative Approaches?\*

Restorative approaches offer schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. The approach is much more than a ‘behaviour management tool’. In isolation, used as such, it will not be very effective. The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

<b>Authoritarian Approaches The focus is on:</b>	<b>Restorative Approaches The focus is on:</b>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes and, as a result;	Interpersonal processes and, as a result;
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

This model focuses on relationships and hence the community becomes stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to ‘manage’ behaviour.

### **What is a restorative response to harm or conflict?**

#### **Those affected are invited to share:**

1. What has happened
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected
3. What needs to happen to put things right or to make things better in the future

#### **To facilitate such a process requires the ability to:**

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;

- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

**This learning framework can be used in a wide range of contexts:**

- A one-way conversation, with one person listening and asking questions and the other talking;
- A two-way conversation, with both people taking turns to ask and answer questions;
- A small meeting when one impartial person - a facilitator - poses questions to two people who have had difficulty, or where harm has been done, and who want to repair their relationship;
- A larger, facilitated meeting involving children, parents/carers, colleagues or others who have an important role to play (sometimes called a 'Restorative Conference');
- A facilitated circle involving part or all of a class, a staff team or a group of residents.

**What is being restored?**

This depends on the context and on the needs of those involved. What is being restored is often something between the people involved, such as:

- Effective communication;
- Relationship and even friendship;
- Empathy and understanding of the other's perspective;
- Respect;
- Understanding the impact of one's own behaviour on others;
- Reparation for material loss or damage.

However, something may also be restored within an individual – for example:

- A sense of security;
- Self-confidence;
- Self-respect;
- Dignity.

Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family).

What are the key elements of Restorative Approaches?

Restorative Approaches are value-based and needs-led. They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. In such a community young people are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

Restorative Approaches build upon the basic principles and values of humanistic psychology:

- Genuineness - honesty, openness, sincerity.

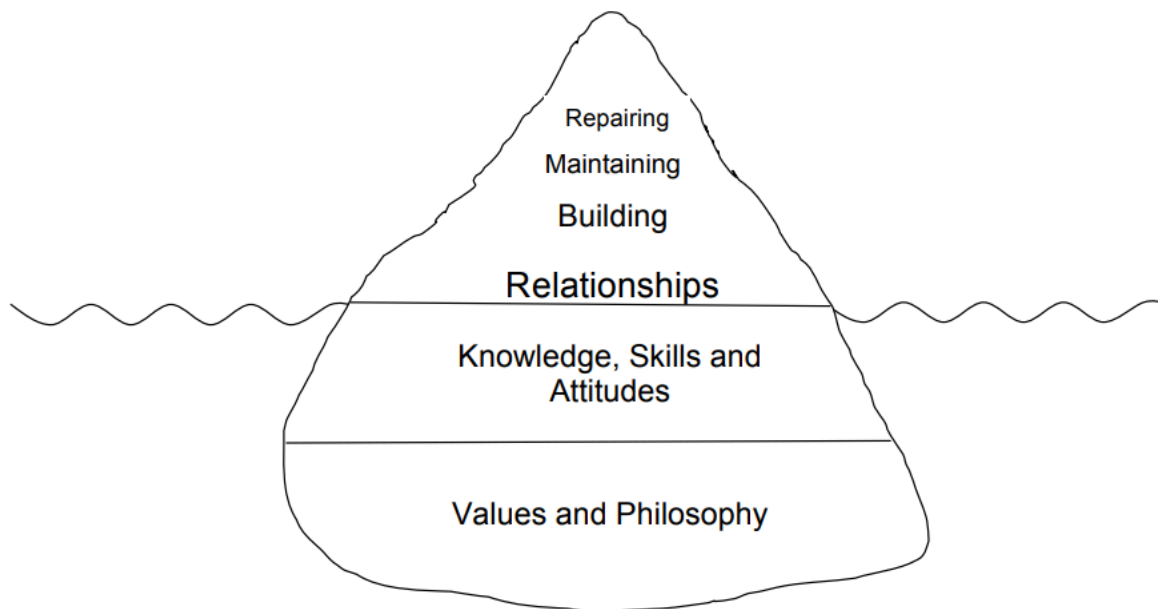


- Positive regard for all individuals - valuing the person for who they are.
- Empathic understanding – being able to understand another’s experience.
- Individual responsibility and shared accountability.
- Self-actualisation - the human capacity for positive growth.
- Optimistic perspectives on personal development - that people can learn and can change for the better.

Such principles and values not only underpin the more formal Restorative Approaches described above but they can also be practised in our informal, day-to-day interactions with others. Adults who do this ‘model’ effective ways of building and maintaining emotionally healthy relationships and promote helpful, pro-social attitudes. In doing so, these adults may well be providing a positive ‘social learning context’ not readily available to some young people in other areas of their lives. An ‘iceberg’ metaphor can illustrate a whole-school restorative approach.

The diagram below emphasises two points:

1. The ways in which the whole school community shares the responsibility to build, maintain, and repair relationships are the more visible parts of Restorative Approaches. To be effective, these processes need to be underpinned by sound knowledge, skills and shared values.
2. Schools that consciously focus the bulk of their effort on building and maintaining relationships will find that fewer things will go wrong and so there will be fewer occasions when relationships need to be repaired.



### **Why are Restorative Approaches helpful?**

Staff, children and parents/carers who work restoratively report that this way of working leads to:

- A more respectful climate;
- A shift away from sanction-based responses that aim to ‘manage’ behaviour toward a more relational approach;
- Better relationships amongst children and staff;
- People being more honest and willing to accept responsibility;
- People feeling more supported when things go wrong;
- A calmer, quieter and more productive learning environment.

How can I find out more?

Here are some UK-based resources that you should find useful. Books: *The Restorative Classroom: Using Restorative Approaches to Foster Effective Learning*. Belinda Hopkins (2011). Optimus Education ISBN: 1906517290

*Building and Restoring Respectful Relationships in Schools: A Guide to Restorative Practice*. Richard Hendry (2009). Routledge ISBN-10: 0415544270

*Mediation and Restoration in Circle Time*. Teresa Bliss (2008) Milton Keynes; Teach to Inspire: a division of Optimus Publishing ISBN: 978-1-906517-05-2

*Restorative Solutions: Making it Work*. Colin Newton and Helen Mahaffey (2008). Inclusive Solutions UK Limited ISBN-10: 0954635140

*Just Schools: A Whole School Approach To Restorative Justice*. (2004) Belinda Hopkins. Jessica Kingsley Publishers. ISBN: 1843101327

Web sites: Restorative Justice Council: <http://www.restorativejustice.org.uk/> Education Scotland – Restorative Approaches: <http://www.ltscotland.org.uk/supportinglearners/positivelearningenvironments/positivebehaviour/approaches/restorative/Index.asp> Transforming Conflict: <http://www.transformingconflict.org> Sacro: [http://www.sacro.org.uk/html/schools\\_work.html](http://www.sacro.org.uk/html/schools_work.html) The International Institute for Restorative Practices (UK): <http://uk.iirp.edu/>

\* This Restorative pamphlet can be found in:

Sellman, E., Cremin, H., & McCluskey, G. (Eds.). (2013). *Restorative Approaches to Conflict in Schools: Interdisciplinary perspectives on whole school approaches to managing relationships* (1st ed.). Routledge. <https://doi.org/10.4324/9781315889696>

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