

**FIDDLEHEAD SCHOOL
BOARD OF DIRECTORS**

**ADOPTED: 9-2-2015
REVIEWED:**

Behavior & Anti-Bullying Prevention & Procedures

Fiddlehead School of Arts & Sciences (FSAS) strives to provide a peaceful, enriching and safe environment for all students to grow and learn. We incorporate a social-emotional curriculum into all classrooms, emphasizing respect for each other and the environment we share together each day.

As a community, we use a collaborative, restorative approach that focuses on pro-social skills including conflict resolution and problem solving strategies.. We use a fair, compassionate, multi-pronged approach that focuses on RESPONDING when there is conflict of any kind. Our staff models this mutual respect as well as appropriate conflict resolution skills.

Fiddlehead Core Values as developed by the Students:

I am mindful and kind by being:

- Safe
- Respectful
- Responsible

Behavior Management & Peace Policy

Fiddlehead School of Arts & Sciences encourages students to show respect for differences in others, including but not limited to race, religion, ethnicity, national origin, gender, and/or sexual orientation while fostering a school environment free from all forms of bullying and intimidation. Please see our Bullying Prevention Policy appended hereto for a comprehensive explanation of anti-bullying procedures and guidelines.

In partnership with families, our school's focus is on preventative measures for such behaviors, by teaching children how to:

- Be caring and courteous
- Cooperate with others
- Deal with negative feelings (anger, jealousy, etc.)
- Stand up for themselves without being aggressive
- Respect and celebrate the unique qualities of every person
- Solve problems peacefully

Non-Violent Response to Bullying:

Our priority is to prevent bullying by teaching and modeling pro-social behaviors in the classroom. If incidents of bullying do occur, we respond to the behaviors by:

Teachers shall:

- Record incidents of bullying or violence in a consistent way, using the FSAS Incident Report form, that allows for monitoring of such behaviors.
- Discuss appropriate standards of behavior and school rules with all students.
- Involve school or community professionals as necessary.

(A copy of the incident report can be reviewed at the school.)

Self-Regulation Procedure

Our Self-Regulation Policy is to help each child grow and learn by developing the skills necessary to control their own actions to develop self-discipline. Natural or logical consequences are used by helping the child to develop inner limits.

Classroom guidelines are as follows:

- If a child is disruptive or endangers others, staff will immediately intervene in as positive a manner as possible.
- If a child has trouble settling into the class, he/she are redirected to an activity by the teacher.
- If the child is still unable to engage appropriately in a staff approved activity, the teacher will intervene and may have the child remain beside him/her until the child is able to calm down or remove them from the classroom until they can be calm and make respectful choices.
- When an incident occurs, the teacher or staff involved will submit a summary of the incident on an Incident Report form within 24 hours from the child's teacher and/or the Executive Director.
- If a child has severely disruptive behavior that continues over a period of time consequences may be the removal of the child from the classroom and sent to the office; parents notified and asked to pick up their child from the school; and/or a conference be help with the parents.

Extreme Behavior

If the behavior becomes extreme (See Rubric Below for Reference) , the teacher will schedule a meeting with the parents and, depending on the circumstances, with the Executive Director or appropriate staff, while the incident is still fresh in the child's mind and the child is calm. Staff, parents, and child will work together to modify the behavior.

If a pattern of unacceptable behavior develops:

1. Teachers will record behavioral observation. (See Rubric for reference).
2. The teacher will inform the student's parents.
3. Appropriate staff will be notified.
4. The student, teacher, parents, and Executive Director will work together to modify behavior and when appropriate additional professional help with be solicited.
5. If a child persists in the unprovoked, willful hurting of others, there will be an immediate one day suspension from school and the procedures to return to school will be followed.
6. If required, notification will be given to the relevant authorities.

Continued extreme behavior will result in the school requiring a behavioral evaluation by a professional, and the possible removal of the student from the school.

Disruptive Conduct

Disruptive conduct is defined as any behavior that disrupts the learning environment.

The following procedures will be followed when a single significant occurrence or pattern of unacceptable conduct is identified:

1. Verbal notification to the child's parent
2. Consultation with parent and teacher, and when appropriate Executive Director or appropriate staff.
3. Written plan for subsequent action and follow up review.

Outline of Response to Challenging Behavior

The following action will be taken in the case of severely disruptive behavior, which includes but is not limited to: biting, hitting, kicking, fighting, throwing objects, spitting, pushing, pinching, leaving the learning environment without permission, or name calling.

1. First offense: The teacher (or assistant teacher) will help to mediate the problem-solving process.
2. Second offense same day: The child will be asked to sit in close proximity to an adult, or asked to sit next to the teacher or assistant until the child is ready to work again peacefully.
3. Third offense same day: Child will be sent to the office and parent will be called. The child may be sent home. Parent will receive an informal sheet of expectations (Behavior Reflections Sheet) of the child at home.
4. If a child reaches more than 3 offenses in a 2 week period it may be considered a severely disruptive behavior pattern. A conference will be scheduled to devise a behavior modification plan as soon as practicable.

Consequences to severely disruptive behavior that continues over a period of time include, but are not limited to:

- Removal of child from the classroom and sent to the office.
- Parents notified and asked to pick up child from school or event.
- Conference held with parents.
- A behavior plan will be developed that may include but is not limited to: recommendations for evaluations, plan of action for when the behavior occurs, journaling of behaviors by parent and teacher, and/or food diary.

Suggested methods if your child is dismissed from school due to their behavioral actions:

If it is necessary for you to pick up your child early due to behavioral challenges that cannot be managed at school, we hope that this provides an opportunity for your child to reflect and learn from this experience rather than feel that s/he has been rewarded. We respectfully ask that you consider these suggestions:

- Child should choose a quiet area of reflection.
- Child should be encouraged to choose something like a book or other activity that would be similar to that at school. (We discourage allowing computer/T.V. as an option.)

Please remember that sending a child home is a last resort due to inappropriate behavior that has been redirected many times. This should not be a fun time at home. We greatly appreciate your support in helping your child understand what behaviors are acceptable and appropriate.

Behavior Rubrics

Physical Behavior	First Time	Second Time	Third Time	Three Offenses in a 2 week Period.	Returning to School.
Spitting, Hitting, Biting, Scratching, Pinching, Kicking, Head Butting, Hair Pulling, Throwing Objects, Knocking Over Furniture, Bullying, and Pushing.	The teacher will help to mediate the problem-solving process. Written documentation required.	<ol style="list-style-type: none"> Appropriate conflict-resolution strategies will be discussed with the student. The student will spend the remainder of the day working at a solo workspace, or a space directly next to a teacher. Written documentation required. 	<ol style="list-style-type: none"> Child will be sent to the office and parent will be called. The child may be sent home. Parent will receive an informal sheet of expectations of the child at home. 	<p>If a child reaches more than 3 offenses in a 2 week period it may be considered a severely disruptive behavior pattern.</p> <p>A conference will be scheduled to devise a behavior modification plan.</p>	In order to return to the classroom, both parents and students discuss best next steps that may include checking in with the victim as well as Community Service.

Verbal Behavior (any language verbal or non-verbal)	First Time	Second Time	Third Time	Three Offenses in a 2 week Period.	Returning to School.
Swearing, using taunting or bullying language, speaking or gesturing disrespectfully to others (students and adults).	The teacher will help to mediate the problem-solving process. Written documentation required.	<ol style="list-style-type: none"> Appropriate conflict-resolution strategies will be discussed with the student. The student will spend the remainder of the day working at a solo workspace, or a space directly next to a teacher. Written documentation required. 	<ol style="list-style-type: none"> Child will be sent to the office and parent will be called. The child may be sent home. Parent will receive an informal sheet of expectations of the child at home. 	<p>If a child reaches more than 3 offenses in a 2 week period it may be considered a severely disruptive behavior pattern.</p> <p>A conference will be scheduled to devise a behavior modification plan.</p>	In order to return to the classroom, both parents and students discuss best next steps that may include checking in with the victim as well as Community Service.

Disruptive Behavior:	First Time	Second Time	Third Time	Three Offenses in a 2 week Period.	Returning to School.
Disruptive behaviors are those which a reasonable person would consider as being likely to substantially or repeatedly interfere with the conduct of the class.	The teacher will help to mediate the problem-solving process.	<ol style="list-style-type: none"> 1. Appropriate conflict-resolution strategies will be discussed with the student. 2. The student will spend the remainder of the day working at a solo workspace, or a space directly next to a teacher. 3. Written documentation required. 	<ol style="list-style-type: none"> 1. Child will be sent to the office and parent will be called. 2. The child may be sent home. 3. Parent will receive an informal sheet of expectations of the child at home. 	<p>If a child reaches more than 3 offenses in a 2 week period it may be considered a severely disruptive behavior pattern.</p> <p>A conference will be scheduled to devise a behavior modification plan.</p>	In order to return to the classroom, both parents and students discuss best next steps that may include checking in with the victim as well as Community Service.

Behavior	First Time –	Repetitive	Returning to School.
Severe Behavior: Physically dangerous to a person or to those to whom a person's behavior is directed.**	<ol style="list-style-type: none"> 1. Child will be sent to the office and parent will be called. 2. The child may be sent home. 3. Parent will receive a form to fill out prior to the conference. 	<p>If a child reaches more than 2 offenses in a 2 week period it may be considered a severely disruptive behavior pattern.</p> <p>A conference will be scheduled to devise a behavior modification plan.</p>	<p>In order to return to the classroom, both parents and students discuss best next steps that may include checking in with the victim as well as Community Service.</p> <p>This behavior may also require counseling and a doctor's note for return. **</p>

** If a meeting is needed to reevaluate a student and to determine if and when it is appropriate for the student to return to school, the attendees at the meeting will be - Executive Director, student's teacher, at least one board member.

In summary, if several occurrences of verbal, physical, severe behavior happen within one day, a parent will be called and the child will be excused from school for the remainder of the day. *If several occurrences of disruptive behavior happen within one day the child will be removed from class to do some one on one thinking and reevaluating their actions. If after the child has rejoined the class and again disruptive behavior happens, then the parents will be called and the child will be excused from school the remainder of the day.

**Disclaimer - Here at FSAS we acknowledge that every student is an individual, therefore each situation will be reviewed and an outcome will be decided upon based on level within each category and the child's realization and acceptance of his/her actions.*

Supporting Positive Behavior - TOGETHER

A Family's Role is Supporting Positive Behavior

Parents are the most important teachers in a child's life. Children observe and imitate the behavioral responses that are used by the significant adults in their environment. Parents who are respectful and kind to others, especially their own children, are likely to see that same behavior develop in their children. Demonstrating a variety of healthy responses to frustration and set-backs, as well as modeling effective problem-solving techniques and non-judgmental communication are especially valuable to young children who are still learning to establish their own self-control.

We know that, in order to create a successful school environment, teachers and parents must work together. Please feel free to communicate with your child's teachers as soon as you have a concern. In turn, teachers will stay in close contact with parents.

TRAININGS & RESOURCES

Responsive Classroom (<http://www.responsiveclassroom.org>)

(<http://www.nonviolentcommunication.org>)

Disarming the Playground (<https://disarmingplayground.wordpress.com>)

Non-Violent Communication

Restorative Practices (<http://www.rjimaine.org>)

Behavior Reflections

Reasons for
My Behavior

Name _____

Date _____

Description of
My Behavior

Consequences of
My Behavior

How do I feel?

How has my behavior
affected others?

Other Consequence(s)

Plan for Improvement _____

Student _____

Teacher _____

Parent _____

Developed by Laura Candler ~ Teaching Resources Website ~ www.lauracandler.com

This is an example of the Think Sheet that will be used as well as Reminder Cards.