

Student Behaviour Management Policy V.3

Purpose	The purpose of this policy is to protect the rights of students and teachers at Ananda Marga River School to work in an environment free from disruptions, abuse or threat and within which they can reach their potential as teachers and learners.	
Scope	This policy applies to behaviour within the school grounds, classroom and on the bus, when representing the school in public and on camps and school excursions. This policy is to be read in conjunction with the Ananda Marga River School – Enrolment Agreement, Behaviour Support Framework, Behaviour Expectations and Behaviour Consequences Flowchart.	
Status	Approved	Supersedes: Student Behaviour Management Policy V.2.
Authorised by:	The Board Reviewed by AC 19.2.2018	Date of Authorisation: February 2018
Responsibility	School Principal	
References	AMRS Bullying Prevention Policy AMRS Behaviour Support Framework AMRS Behaviour Consequences Flowchart AMRS Behaviour Expectations AMRS Enrolment Agreement Restorative Practice Australia https://www.restorativepractices.org.au/	
Point of Contact	Principal Deputy Principal	
Review Date	Every two years or as necessary	Next Review Date: February 2020
Policy Owner	AMRS Board	

1. PHILOSOPHY

The Ananda Marga River School works on the philosophy that it is preferable to be proactive rather than reactive in regards to student behaviour. Therefore, staff, students and parents are encouraged to anticipate potential problems and work towards solving them in the least intrusive manner. Our School's holistic approach is underpinned by the principles of Restorative Practice.

The development of a culture of belonging and pride works best in a positive and proactive environment. However, it is also recognised that problems may arise that require reactive solutions. The Behaviour Support Strategy therefore contains reactive components in terms of consequences for behaviours that: negatively impact on the safety of other students and staff; involve conduct that adversely affects, or is likely to affect, other students and behaviour that adversely affects teaching and learning and the school's ability to deliver its Neohumanist Curriculum.

2. RATIONALE

The Ananda Marga River School Behaviour Management Policy aims to:

- Provide a safe, happy and positive learning environment
- Provide opportunities that assist students to work towards, and reach their full potential
- Ensure a physically and emotionally safe environment
- Support individuals to take responsibility for their own behaviour and correct misbehaviour
- Assist students to develop a clear understanding of the standards of behaviour expected and the consequences of not adhering to expectations
- Enable staff to deliver our Neohumanist Curriculum using a holistic approach promoting physical, mental, emotional, social and spiritual wellbeing.

3. STUDENT BEHAVIOUR EXPECTATIONS

- We follow instructions
- We use whole body listening
- We use manners
- We keep our hands and feet to ourselves
- We care for people, property and place
- We sort problems with conversations
- We keep ourselves and others safe

4. RESTORATIVE PRACTICE

The Ananda Marga River School adopts a Restorative Practice approach as it aligns with our Neohumanist philosophy. Restorative Practice encompasses a shift in thinking from blame and punishment to addressing the impact on others, harm done and restoration of relationships with the goal of the harmer taking responsibility for their behaviour and developing skills and understandings for future learning. Restorative Practices help build capacity that enable students to self regulate behaviour and contribute to the improvement of learning outcomes.

In the school community the most profound learning occurs when there is a healthy relationship between teacher and student. For effective teaching, it is essential that a positive relationship exists between teachers and students and a positive classroom environment be maintained.

Restorative Practices assist teachers, students and parents to build, maintain and restore relationships.

Restorative practice fits within the broader efforts of our school to develop a safe and supportive environment that promotes student wellbeing and connectedness with our school community. Our school's restorative approach emphasises the importance of sound, healthy relationships between all members of the school community. From this perspective, behaviour problems are viewed as a breakdown in relationships. Inappropriate behaviour is defined as a violation against people and relationships in the school and wider community, rather than as a violation of the school and its rules.

4.1 Restorative Language

Schools adopting a restorative philosophy use relational language that demonstrates respect, care and mutual responsibility. Conversations about inappropriate behaviour provide opportunities for students to consider how their behaviour impacts on others and how things can be put right. Students are supported to accept responsibility for their actions. Staff use *Restorative Questions* with ^A person/s who did the harm that focus on taking responsibility and being accountable and ^B person/s harmed so that their feelings are valued and they feel supported.

4.2 Restorative Questions A

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who do you think has been affected by what you said / did?
- How were they affected?
- What needs to happen to make things right / better?
- If the same or similar situation happens again, what could you do differently?

4.3 Restorative Questions B

- What happened?
- What did you think at the time?
- What have you thought about since?

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- How has this affected you?
- What do you need to happen to make things right / better / move forward?
- What can I do to help / support you (now / in the future)?

4.4 Circles

Schools using a restorative approach use circles and classroom meetings in which students share their feelings, ideas and concerns and problem solve together. In circle time, a facilitative teacher models and creates a non-judgmental atmosphere of safety and respect in which children are able to help each other work through concerns that impact on their well-being and learning at school. When there is wrongdoing, a no blame circle can be used for discussion to make things right. Teachers prepare students for these discussions by practising listening and taking turns and by negotiating a set of clear guidelines for how the circle will work (Bliss & Tetley, 2003; Hopkins, 2004). Circle guidelines include no 'put downs' and not talking about what is said in the circle outside the circle. In circles a talking piece is often used to identify the speaker and assist students to take turns to talk and listen.

Circles are also used to build positive teacher/ student and student/ student relationships. These can be held on a daily basis using games and relational activities that assist in the creation of a connected, positive class culture.

4.5 A Whole School Approach

Restorative practice is most effective when it is an embedded part of a whole school approach where the school community makes quality relationships a priority.

5. SCHOOL VIRTUES

As part of the school's Neohumanist curriculum the following virtues are explicitly taught and reinforced on a rotating basis each term. Classes take turns to present the virtue of practice at Monday Morning Circle.

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| ▪ Respect | ▪ Honesty |
| ▪ Love | ▪ Contentment |
| ▪ Knowledge | ▪ Service |
| ▪ Responsibility | ▪ Simple Living |
| ▪ Courage | ▪ Compassion |

6. BEHAVIOUR CONSEQUENCES

An important tenet of the school's Behaviour Management Policy is to teach young people that actions have consequences and that both appropriate and inappropriate behaviour is a choice made by them. Students are expected to accept the consequences of choosing particular behaviours.

As part of the discourse of Restorative Practice, the question "What needs to happen to make things right?" is asked. This can lead to the determination of a consequence that can be negotiated with the student/s.

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The consequences need to be:

- Relative to rights
- Relate to the behaviour concerned
- Reasonable
- Respectful of the dignity of the individual; and
- Have degrees of seriousness built in.

An example of a logical consequence is 'If you vandalise - you must make restitution: clean up the mess or pay towards repair'.

The consequences for the behaviours outlined in our *Behaviour Support Framework* include but are not limited to the following:

- Expectation reminder, redirection, warning
 - Time out in classroom, another classroom or office
 - Replacement, repair, clean up, repay (as appropriate)
 - Removal from activity, playground or classroom
 - Referral to Principal
 - Contact with parents
 - Loss of privileges
 - Individual Behaviour Support Plan (BSP)
 - Suspension (up to 20 days)
 - Exclusion (up to 12 months)
 - Expulsion
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- **ALERT:** High Risk Behaviours (including going to the creek without a supervising adult) may result in immediate expulsion

For serious misbehaviours refer to the **Behaviour Consequence Flowchart**.

RELATED DOCUMENTS

Bullying Prevention Policy

Enrolment Agreement

Behaviour Expectations

Behaviour Support Framework

Behaviour Consequences Flowchart