

Student Behaviour Policy

Purpose	The purpose of this policy is to protect the rights of students, teachers and learning assistants at <i>The River School</i> (TRS) to work in an environment free from disruptions, abuse or threat and within which they can reach their potential as learners and educators.	
Scope	This policy applies to behaviour within the school grounds, classrooms, at designated bus stops and, on the bus, and when representing the school in public, on camps and school excursions. This policy is to be read in conjunction with <i>The River School – Enrolment Agreement</i> , Behaviour Support Framework (booklet), The River School Codes, and Behaviour Consequences Flowchart.	
Status	Draft	Supersedes: Student Behaviour Management Policy February 2023
Authorised by	The AME Board	Date of Authorisation: March 2024
Responsibility	School Principal	
References	<i>Queensland Education (General Provisions) Act 2006</i> TRS Bullying Prevention Policy TRS Behaviour Support Framework TRS Behaviour Consequences Flowchart TRS Codes TRS Enrolment Agreement Classroom Restorative Process	
Point of Contact	Principal	Version ID SBP2024
Review Date	Annually	Next Review Date: March 2025
Policy Owner	AME Limited	

1. PHILOSOPHY

The River School works on the philosophy that it is preferable to be proactive rather than reactive regarding 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, inclusiveness and pride works best in a positive and proactive environment. However, it is also recognised that problems may arise that require reactive solutions. The School's *Behaviour Support Framework* therefore includes 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 [*Education (General Provisions) Act 2006 Section 282*].

2. RATIONALE

The 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, relational approach promoting physical, mental, emotional, social and spiritual wellbeing.

3. THE RIVER SCHOOL CODE

- Respect and Care for All Beings
- Kind Words and Actions
- Play safely
- Take Responsibility for Words and Actions

4. RESTORATIVE PRACTICE

The 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 of behavior on others, harm done and restoration of relationships. The goal is that the harmer takes responsibility for their behavior and develops skills and understandings for future learning. Restorative Practices help build capacity to enable students to self-regulate behaviour and repair harm.

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 an opportunity for learning

To ensure students have explicit teaching about positive relationships and behavior The River School has a **School Code**. The **School Code** is a guide to expected behaviors at The River School and is explicitly taught in every classroom.

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, engage in problem solving and how relationships can be restored. 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?
- 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

We use circles and classroom meetings in which students share their feelings, ideas, concerns and problem solve together. In circle time, the teacher facilitates discussions in 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 harm occurs 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 daily using games and relational activities that assist in the creation of a connected, inclusive and 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.

4.6 Teaching Relational skills through The River School Code (page 2)

The school code teaches expected behavior's and the social and emotional skills that children need to conduct positive behaviours.

The code is taught through explicit lessons in each classroom and at each year level stage of development. We teach through circle pedagogy and remind students daily about the Code in the classroom and the playground. Each week we choose a specific School Code and discuss this at our whole school Circle and teachers follow this up in the classroom. In this way we focus on the behavior's we want to see and assist students to develop the skills they need to meet the expectations.

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. ACCOUNTABILITY

An important tenet of the school's Behaviour Policy is to teach young people that actions and words have consequences and that both appropriate and inappropriate behaviour is a choice made by them. Students are expected to be accountable for their words and actions and 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.

The consequences need to be:

- Relative to rights
- Relate to the behaviour concerned
- Reasonable
- Respectful of the dignity of the individual; and
- An outcome of the restorative conversation that is agreed by all involved.

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 10 days)
- Exclusion (up to 12 months)
- Expulsion
- **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 (2024)**

RELATED DOCUMENTS

Bullying Prevention Policy

Enrolment Agreement (parents)

Behaviour Support Framework (booklet given to parents at enrolment)

Behaviour Consequences Flowchart (2024)

River School Code (2023)

Classroom Restorative Process (2023)

Behaviour Consequences Flow Chart

Updated: March 2024

Point of Reference: Educational (General Provisions) ACT – 2006 Chapter 12

This *Consequences Flow Chart* applies to students whose conduct:

- adversely affects, or is likely to adversely affect, other students;
- adversely affects, or is likely to adversely affect, the good order and management of the school;
- poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- adversely affects teaching and learning and the school's ability to deliver its Neohumanist Curriculum.

