

Bhaktivedanta Swami Gurukula

Hare Krishna School

Founder-Acarya His Divine Grace A.C. Bhaktivedanta Swami Prabhupada
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Behaviour Management Policy and Procedures High School 2020

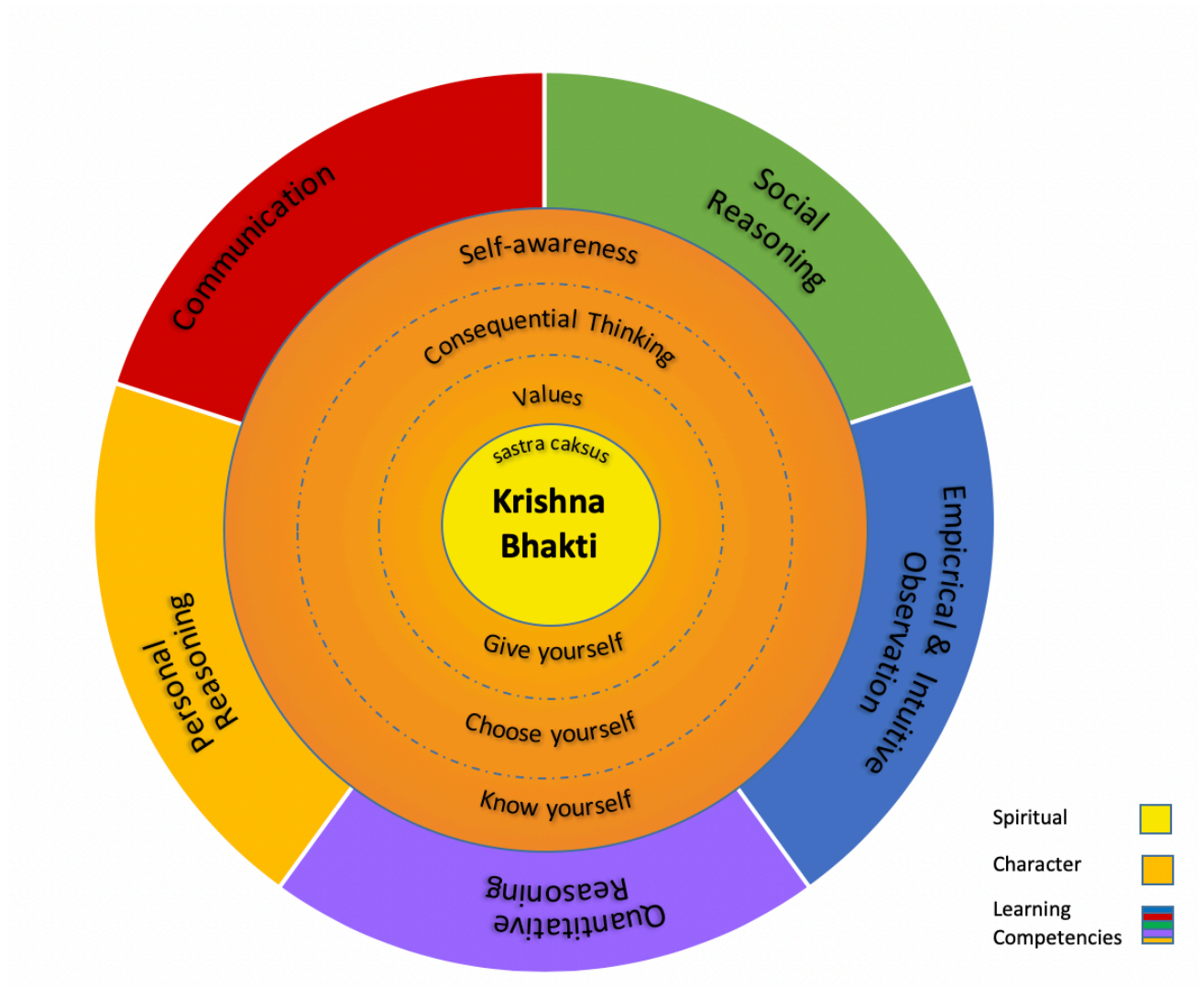
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Our Approach to Education



Policy Statement

Our school must be a safe, caring and orderly learning environment in which rights of all students to learn and all teachers to teach must be supported. The Bhaktivedanta Swami Gurukula's behaviour management plan is based on the principles of Dharma: compassion, integrity, cleanliness, self-regulation and intends to support our school practices: being on time with all the resources ready, being diligent and taking initiative in learning, being respectful and kind. Our school practices are based on the motto: 'inspiration, dedication and realisation'.

Policy Aim

The management of student behaviour is a staff, parents' and students' concern. The success of behaviour management is based upon the recognition of the dignity and worth of all individuals. Through the implementation of this policy we aim to:

- Aid us in achieving the mission of Bhaktivedanta Swami Gurukula.
- Create a positive environment within our school and classrooms so that teachers and students can work together in harmony.
- Create a caring school environment where the rights and responsibilities of the individual. are recognised and respected.
- Establish a set of rules that protect the rights of all individuals.
- Establish a system to recognise and reinforce the appropriate behaviour.
- Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others.
- Establish procedures so that conflicts can be solved in a positive, non-violent manner.

We Believe That

- All individuals have purpose to fulfil in their lives.
- Teachers have the right to teach and students have the right to learn.
- The greater is the consistency of approach to behaviour management between teachers the better they are able to support the students, parents and each other.
- Students should accept responsibility for their own behaviour. Behaviour occurs as a result of choices, conscious or unconscious, which are based on the student's perception of the best way to satisfy a particular need.
- Good behaviour management is based on harmonious relationship and rapport.
- Explicitly stating the personal qualities that are supportive of positive behavioural practices is important as it establishes the character qualities that are expected from staff and students.
- Building good character and personal qualities is the key to long term positive behaviour. Without it, attempts at behaviour management are an external imposition of social norms upon students.

- Good behaviour is dependent upon elevation towards the mode of goodness. The more we can help students develop the mode of goodness, then to that degree will they naturally manifest good qualities and become free from unwanted habits and tendencies.
- Devotional service to Krishna establishes one in the mode of goodness as a natural side benefit. As such, if we can establish an interest in Srimad Bhagavatam, or chanting, or serving devotees, or serving the Deity, then naturally the qualities in the individuals thus engaged will become more elevated and refined.
- Students need to be given the required skills and understanding by which they can personally and actively engage in conscious, enthusiastic service to Krishna and Srila Prabhupada. If students can be inspired towards this goal, then upliftment to a lifestyle in the mode of goodness will naturally follow.

Gurukula Community Rights and Responsibilities

Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none"> • Learn in a purposeful and supportive environment. • Work and play in a safe, secure, friendly and clean environment. • Respect, courtesy and honesty. • Upon leaving school, return to the protection of a parent or care giver. • Be exposed to a variety of paths they can pursue. 	<ul style="list-style-type: none"> • Ensure that their behaviour is not disruptive to the learning of others. • Ensure that the school environment is kept neat, tidy and secure. • Ensure that they are punctual, polite, prepared and display a positive attitude. • Behave in a way that protects the safety and well-being of others. • Take initiative in their learning.

Gurukula staff have the right to:	Gurukula staff have the responsibility to:
<ul style="list-style-type: none"> • Respect, courtesy and honesty. • Teach in a safe, secure and clean environment. • Teach in a purposeful and non-disruptive environment. • Co-operation and support of parents, other staff and the school administration. • Express their ideas, grievances, challenges and opportunities through the right channels. 	<ul style="list-style-type: none"> • Model respectful, courteous and honest behaviour. • Ensure that the school environment is kept neat, tidy and secure. • Establish positive relationships with students. • Ensure good organisation and planning. • Report student progress to parents. • Consistently implement the behaviour management policy. • Support and encourage individual students learning and growth.

Parents have the right to:	Parents have the responsibility to:
<ul style="list-style-type: none"> • Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare. • Be informed of their child's progress. • Access for their child to a meaningful and adequate education. • Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. • Provide input for their child's individualised learning opportunities. 	<ul style="list-style-type: none"> • Ensure that their child attends school. • Ensure that their child is provided with appropriate materials to make effective use of the learning environment. • Support the school in providing a meaningful and adequate education for their children. • Participate in their child's educational choices and requirements.

Policy Procedures

School-wide Practices

School practices are based on the principles of Dharma and the school's moto. The practices describe the specific behaviours that are observable and measurable in terms of accurate performance. These classroom and school-wide practices apply at all times. Teachers can further expand the list of practices based on their particular subject needs.

Principles of Dharma	School Motto	Classroom and School-wide Practices
Compassion Integrity Cleanliness Self-regulation	Inspiration Dedication Realisation	1. We are on time and prepared 2. We are diligent and take initiative in learning 3. We are respectful and kind

Operational procedures and routines

Gurukula teachers are responsible for establishing the specific operational procedures and routines in the areas of students' arrival and dismissal, transitions and interruptions, materials and equipment, group work, seat work and teacher led activities. Operational procedures and routines must be worded using explicit, clear and concise language. The operational procedures and routines, along with the response, must be documented and can be displayed in the classroom if appropriate. Teachers are responsible for teaching the operational procedures and routines at the start of each year, followed by the review at the start of each school term and as required. Teachers are required to submit a copy of their operational procedures and routines to the Year Advisors for a review. Some operational procedures and routines are uniform across Year levels 7 to 10, as shown below.

Operational procedures and routines need to address the following areas:

1. Arrival and Dismissal

Areas to be addressed: *Attendance at beginning of period, resources readiness check, missed learning, ending period with clear expectations for homework and clean-up, signal for dismissal.*

Years 7 to 10 common arrival standard:

- Teacher will greet the students at the classroom door
- Teacher will provide first directions at the door
- Learning goals for the session will be explained and exhibited

Students late to class will need to catch up on the missed time during recess/lunch and Sentral record will be made

Years 7 to 10 common dismissal standard:

- 2 minutes before the end of class
- Get students attention
- Pack up the materials
- Pick up any rubbish
- Push in the chairs
- Leave the room in an orderly manner

2. Transitions and interruptions

Areas to be addressed:

Arriving late with pass, leaving room, returning to room, drinks, restroom, leaving room for medicine, tutoring, classroom helpers, going to office, nurse, etc.

Years 7 to 10 common standard:

- For drink and bathroom during the class time, students will have 4 passes of 3 minutes each per term
- Teachers ensure recording of the passes use

3. Materials and equipment

Areas to be addressed:

Distributing materials, collecting materials, storage of personal and classroom materials, use of personal and classroom materials, use of personal and school digital devices (for digital devices, please see page 13)

Years 7 to 10 common standard:

- Individual textbooks are personal assigned to each student, but will be kept in the classroom (and not the lockers).
- Students will sign off the books with their teacher if they need to use the hardcopy at home

4. Group and project work

Areas to be addressed:

Movement in and out of group, expected behaviours in group and not in group, roles and leadership, relationship of the group to the rest of the class, group communication w/ teacher, standards for self-initiated project work, communication with the Year Advisors regarding the self-initiated project work

5. Seatwork and teacher led activities

Areas to be addressed:

Seating plan, student attention during presentations, student participation, talking among students, obtaining help, movement in room, what to do when work is completed

Year advisors will establish the seating plan for the students in their groups for each room. This seating plan will then be used by all the teachers.

Interventions

The relationship between the student and the teachers is at the heart of learning and the response to the confronting behaviour is initially the teacher's responsibility. The teachers are responsible to continuously improve and expand their skills in dealing with inappropriate behaviour through professional development courses, personal studies and collegial discussions. The following is a list of suggested interventions that teachers may use when students breach class rules or operational procedures and routines. Teachers are encouraged to expand the list of these interventions. The interventions must follow the rule of 3Rs: all interventions must be reasonable, respectful and related. Teachers are required to implement behavioural interventions prior to using consequences. Teachers are required to record the interventions used, if student behaviour does not improve and consequences need to be applied.

Suggested Interventions List

1. Eye contact and proximity (never do with your mouth what your feet and eyes can accomplish)
2. Verbally acknowledge appropriate behaviour
3. Proximity praise
4. Remind about classroom practices
5. Use a silent signal or privately offer a reminder or an initiating request
6. If a student is simply off-task, but not disruptive, provide a prompt, stating the desired behaviour
7. If a student doesn't respond to these interventions, tell the student to stop the inappropriate behaviour
8. Stimulus cueing: provide a cue to the student before inappropriate behaviour occurs.
9. Changing seating place
10. One-on-one brief talk outside the class

Consequences

In the instance when a student does not respond to the above interventions, a teacher will apply the behavioural consequences. All behavioural consequences must be applied as a matter-of-fact and presented to a student as their choice.

Teachers must record the consequences (reset time and reasons) in Sentral. Teachers are encouraged to conduct their own reset sessions, as this allows a teacher to discuss behaviour with a student and provides an opportunity to reset the relationship. Students failing to attend the reset time session will be referred to their year adviser.

Consequences applied by a *teacher*:

1. First time: warning = Example: on the clipboard. Explicitly tell the student they got a warning.
2. Second time: ☑ = 2 minutes reset time (recess or lunch) + catching up on work if required
3. Third time: ☑☑ = 5 minutes reset time (recess or lunch) + catching up on work if required
4. Fourth time: ☑☑☑ = 10 minutes reset time + restorative chat + message home + catching up on work if required
5. Fifth time: ☑☑☑☑ = Sent to Year Adviser (report filled in Sentral)

Purpose of reset time: reflection and re-establishing relationships. Issuing teacher will conduct these sessions. During reset time, students can be engaged in cleaning, weeding, picking up rubbish and doing something helpful.

Referring process:

1. A student can be sent to their Year Advisor alone or with another student with a note indicating the time they were sent.
2. The year adviser will apply discretion before applying consequences.
3. Once a student exceeds three detentions in a week of any length and issued by any teacher, on the fourth detention they are immediately referred to their year adviser.
4. It is the year advisers' responsibility to monitor the number of detentions for all students.

Consequences applied by the *Year Advisers*:

1. First time (YELLOW CARD – record in Sentral): 10 minutes reset time + restorative chat with the year adviser (scheduled) + message home
2. Second time (ORANGE CARD– record in Sentral): after school 30 minutes reset time + restorative chat with the year adviser + message home + orange monitoring card (minimum one week in school recording; self-monitoring card is encouraged)
3. Third time (RED CARD – record in Sentral): after school 30 minutes reset time + restorative chat with the year adviser + resume the school with the parents face-to-face conference only + red monitoring card must be signed daily by parents (minimum of two weeks recording)
4. Fourth time: referred to Principal

Consequences applied by the *School Principal*:

1. First time: student is sent home until the conference with the parents can take place. Student can resume school with the minimum one-week Principal Level One card and the behaviour improvement plan.
2. Second time: Short term suspension. School work to be completed at home. Student can resume school after the conference with the parents and with the individual behaviour plan that will include parental involvement and may include external support agencies. Short term suspension time needs to be used to prepare the behaviour plan and will involve discussions with the parents.
3. Third time: Long term suspension. School work to be completed at home. Student can resume school after the conference with the parents and with the individual behaviour plan that will include parental involvement and will include external support agencies. Long term suspension time needs to be used to prepare the behaviour plan, conduct discussions with the parents, commence support agencies' involvement.
4. Fourth time: Termination of enrolment

Severe clause

Where the behaviour is a serious breach of standards of appropriate conduct, the above interventions and consequence do not apply. The following demonstrates the instances of severe clause behaviours and the required response by the school staff:

- Physical violence
- Use of intoxicants
- Abusive swearing directed at another person
- Bullying (when starts in class = addressed by the teacher in the class = make a deal of it = refer to the year adviser = develop and implement a plan of action)
- Damage to property
- Determined insolence (if not corrected)
 - *Suggested correction*
 - *Redirect (rephrase ‘what you mean to say is....’, ‘I heard what you said, now I need you to....’)*
 - *Give choice*
 - *Send to Year Adviser*

Consequences for severe clause behaviours

- Student is sent to the year adviser/principal (based on the severity)
- Year advisers/principal decides upon consequences (consequences may include restorative justice circle including parents and community, individual behaviour plan including parental involvement and external agencies, work chores, refection time, suspension, termination of enrolment)

Intoxications, illicit relationships, gambling, non-vegetarian diet

The school standard is that all staff and students are required to abstain from drugs and alcohol in or outside of school. In case a student is found to use drugs and/or alcohol, the student will be referred to the Year Adviser and Principal. The Year Adviser and Principal will deal with each case as required.

In matters of students entering a relationship of a sexual nature with another person, the school will notify the parents and authorities and deal with each case as required.

Non-vegetarian diet is not permitted at school.

In matters of gambling, the school will deal with each case as required.

Student enrolment can be terminated if any or all of the above-mentioned expectations are not achieved and maintained. The school will provide adequate support and education to promote, achieve and maintain the wholesome wellbeing of each student.

Dealing with inappropriate behaviour

The Bhaktivedanta Swami Gurukula firmly supports the right of both staff and students to work and learn without being impeded by other people's negative behaviour. When students choose not to conduct themselves according to the school-wide practices, procedures and routines, the staff will adopt a consistent and sequential approach to deal with inappropriate behaviour.

At no time will a staff member, teacher or any individual connected with the functioning of the school discipline any student in a way that involves physical or corporal punishment. Moreover, at no time will a staff member, teacher or any individual connected with the functioning of the school sanction, neither explicitly nor implicitly, the administering of physical or corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Recording and reinforcing positive behaviours

The school recognises the importance of acknowledging the appropriate behaviour. As students progress through their school life, the extrinsic positive reinforcement transforms into the intrinsic form. Developing positive and strong relationship with teachers and deriving encouragement and support from that relationship are the examples of the intrinsic rewards. Another example of intrinsic reward is a personal sense of fulfilment from applying oneself well in all the areas of school life. More so, the school will recognise the students who demonstrate the principles of Dharma and school-wide practices and provide them with choices of furthering their educational pursuits, facilitating the learning and engagement in the areas of their interests.

Positive reinforcement: Individual students

Index points record in every class:

A teacher records an index point indicating that the school-wide practice was demonstrated by a student at the end of each session.

The data collected through the index points recording will be analysed by the year advisors in order to provide support to the students in developing a specific practice and reinforce and recognise students who are consistently demonstrating the school-wide practices.

Year advisors, along with the school staff and the Principal will discuss the methods of recognition and reinforcement during the staff meetings on an individual basis.

In collaboration with the students and year advisors, teachers are encouraged to establish a system of class-wide recognition and reinforcement of the school-wide practices and the principles of Dharma.

Teachers are required to include the description of their class-wide positive reinforcement system in their behaviour management plans.

Teachers must discuss their class-wide system of positive reinforcement with the year advisor.

Positive Reinforcement: School-wide

The school will recognise the students' commitment to the principles of Dharma and school-wide practices. The recognition of students' commitment will be based on the data recorded in Sentral and will be discussed by the high school staff, year advisors and the School Principal each school term.

Recess, Lunch and Playtime

The following are the guidelines for the students during recess, lunch and playtime:

- Students are required to cooperate with the staff and follow their directions.
- During recess and lunch, all students must proceed to the eating areas set up on the western side of the school hall.
- All eating areas must be kept clean and all rubbish must be deposited into the appropriate bin.
- The play and games must be safe, non-violent and non-damaging to the school facilities. Fighting, swearing and rough games with the extreme physical contact are not permitted.
- Students must not enter into the out-of-bounds areas without the permission of the school-staff (including the retrieval of the sports equipment).
- Students must get ready to go to class after the warning bell.

Teachers are responsible for the safety and acceptable behaviour of students in the areas they supervise. In the event of students committing minor breeches of the school rules or the above guidelines the following strategies can be used:

- Call the student aside and discuss the strategies for appropriate behaviour, allowing the student to reflect and correct the inappropriate behaviour.
- Sit the student out of the play area for a period of 2-5 minutes.
- Use behaviour management plan interventions.
- Use behaviour management plan consequences.

School-wide Standards

The following table describes school-wide standards and expectations, along with the staff/school response.

<i>What is the standard?</i>	<i>Why?</i>	<i>What are the details</i> & <i>what is the response (costs and positive reinforcement)?</i>
We eat at the eating area during recess and lunch time only.	Self-discipline	(teacher has discretion – train students in time management – students have breaks for eating) If student is so hungry that they need to eat, student can be allowed to eat outside of the class, but they will need to spend catch up time during recess or lunch. Encourage students to communicate (e.g. parents did not bring or just brought lunch) School admin need to be informed if a student did not bring sufficient food to school.
We arrive to class on time and with all materials ready. (warning bells alert students to get ready for class; the list of the warning bells will be published) Teachers will <ul style="list-style-type: none"> • Finish the class 2 minutes before the bell • Call the roll call 2 minutes into the class 	Self-discipline Respect Service Dedication	If student arrives late for class and/or without the required materials, time late for class and/or time to get the required materials will be added to the lunch/recess catch-up time. Teachers will create a catch up time record in Sentral. The operational procedures for late arrivals must be established in each class (e.g. student arriving late must proceed to the desk quietly, without interrupting the class and begin working or wait for teacher's direction / teacher will note the time of late arrival and create an entry in Sentral at the end of the class).
We arrive to school on time. (students must have a note from parents explaining the reasons for their late-coming)	Self-discipline Respect Dedication	Teachers on the morning bus /gate duty collect the High School iPad from High School staff room or use their own device to log into Sentral. Duty teacher remains on duty until 9:15am. Duty teacher marks students arriving late on Sentral and makes a note about the uniform. Over the period of one week:

		<p><i>First time:</i> warning + personal conference with the teacher at the gate</p> <p><i>Second time:</i> second warning + lunch time conference with the Year Advisor + parents are called (communication with the parents will be done by the School Secretary)</p> <p><i>Third time:</i> lunch time conference with the Principal + parents are called (communication with the parents will be done by the School Secretary)</p> <p><i>Fourth time:</i> parents are invited for a conference, student resumes the school only after the conference.</p> <p><i>If lateness re-occurs:</i> an individual behaviour plan must be established by the Year Adviser.</p> <p>Positive reinforcement:</p> <p>Verbal recognition</p> <p>Reward is the participation in the morning program and experiencing the benefits of the program.</p> <p>At the end of each term, an individual report will be sent home with the records of all the times the student was on time/late.</p>
<p>We use phones with teacher permission only.</p>	<p>Social wellbeing Focus</p> <p>“You don’t want to be locked into your screen when you are amongst your friends”</p>	<p>Phones can only be used with a permission from a teacher.</p> <p><i>First time unpermitted use:</i> Phone is handed to the teacher and passed on to the School Office. Student will need to pick up the phone at the end of the day.</p> <p><i>Second time unpermitted use:</i> Phone is handed to the teacher and passed on to the School Office. Phone will only be returned to the parents.</p>
<p>We care for school property and use it appropriately.</p> <p>(e.g.: meddling with the IT systems, graffiti)</p> <p>Teacher investigates whether the incident was an accident</p>	<p>Respect Cleanliness</p> <p><i>Isavasyam idam sarvam</i></p>	<p>Report to the year Advisor.</p> <p>Year advisor decides on the appropriate and related consequences.</p> <p>Encourage students to take nice care for the school property.</p> <p>Students are engaged in creating a beautiful environment in their classrooms, taking ownership of their spaces.</p>

We keep our feet off desks.	Respect Cleanliness	Behaviour management plan interventions and consequences apply.
We ask permission (to leave the class, to leave the seat).	Respect	Behaviour management plan interventions and consequences apply.
We keep our hands, feet and objects to ourselves (no wrestling or throwing objects).	Respect Self-discipline	Behaviour management plan interventions and consequences apply.
We use polite and considerate language (no swearing).	Respect Self-discipline	Behaviour management plan interventions and consequences apply.
We keep our books on desks and shelves (not floor).	Respect Self-discipline	Behaviour management plan interventions and consequences apply.
We leave our bicycles, roller blades and skateboards at the bike racks while at school.	Safety	These are to be parked at the designated spaces or left at the office (high school office). These items should not be used to the end of the day.
We keep all eating and play areas clean and tidy.	Cleanliness	Teacher on duty must ensure that: <ul style="list-style-type: none"> • All tables should be clean • No wrappers or containers or garbage should be left on tables or floor • Pick up all rubbish around – place rubbish in the appropriate bins • No books or materials left on tables • Shoes place in order or worn • No socks or other clothing items should be left lying around Teacher on duty (last five minutes of the break) insists on the items to be picked up and removed. The behaviour management interventions and consequences will apply if students do not respond to the teacher.
We keep all classrooms clean and tidy	Cleanliness	Teachers will direct students to clean up at the end of each class. All books and materials must be put away either into the lockers or spaces provided in the classrooms. All chairs must be placed neatly against the desk.

		Classroom must be locked at the end of the day. Teachers must obtain the keys from the facilities manager for all the classrooms they teach in during the first and last period.
Students maintain a respectful standard of talking to all the school staff	Respect	No arguing or talking back. Students must talk respectfully and use complete sentences. Behaviour management plan interventions and consequences apply.
Students maintain a respectful standard of talking with each other.	Respect	No profanity or teasing. Behaviour management plan interventions and consequences apply
Students maintain neat, clean and tidy personal appearance.	Cleanliness	Note <ul style="list-style-type: none"> • Nails clean and cut • Hair neat, clean and free from lice

School's Approach to Bullying

This school believes that the learning and working environment for students and staff should be safe and free from violence, harassment and bullying of any kind.

The school takes strong stand to stop and prevent bullying.

All instances of bullying need to be identified, reported, dealt with and prevented.

Dealing with bullying must include teaching students how to deal with negative emotions, otherwise bullying will take a different channel. Zero tolerance to bullying can only work with the social well-being teaching.

PART 1 Identifying bullying

All the school staff are required to be on guard against bullying, identifying, stopping, reporting, dealing with and preventing bullying.

All the school staff must be aware of the definition of bullying according to the National Safe Schools Framework: bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.



Bullying can occur in between the individuals from the following groups:

- Students to students

- Students to staff
- Staff to students
- Staff to staff

PART 2

Reporting bullying

The school staff are responsible to report bullying to the Year Advisers by creating the report in Sentral and informing the Year Adviser about the report.

PART 3

Dealing with bullying

Students to students

Initial response:

- Teacher immediately stops the identified bullying behaviour.
 - During class teacher must stop all learning engagements and bullying must be highlighted and stopped.
 - In response to bullying, teacher can say: 'this is not right', 'this is not cool', 'this is not what we do'.
- If the student corrects the behaviour, class can continue, if not, student may be asked to leave the room and the matter can be dealt with after the class or at lunch. Choose an appropriate time to deal with the incident.

Follow-up response:

- Teacher who identified bullying must discuss the situation with the student
- Teacher will communicate the matter to the School Chaplain
- Teacher will inform the Year Adviser who will select one or combination of the following:
 - Organise a restorative circle
 - Restorative discussion
 - People accountable take responsibility for their actions
 - Consequences are decided through the restorative circle
 - Bullying issues need to be monitored – two weeks/one month/
 - Determine the consequences
 - Reflection
 - Detention
 - Parental involvement
 - Inform the school principal
 - Parental involvement
 - Reflection
 - Suspension
 - Expulsion

Students to staff

- Occasional rudeness to be dealt with as determined insolence.
- Teachers need to take all reasonable steps to avoid conflict with students

- Repeated, intentional and continuous abusive behaviour
 - Say: ‘this is not ok’, ‘you need to stop this’
 - Report the matter to the year advisor:
 - year advisor will investigate the matter.
 - year advisor will determine the plan of action.
 - year advisor will record the plan in Sentral.
 - year advisor and the affected staff will monitor the situation at regular periods of time.
 - year advisor will inform the Principal if the situation re-occurs.

Staff to students

- Students who feel they are bullied by a teacher are encouraged to talk to the year advisor, School Principal, or any other teacher. All reported matters need to be directed to the year advisor to deal with first.
- Year advisor will record the matter and discuss with the Principal the plan of investigation and action.

PART 4

Preventing bullying

School action plan

- Standard anti-bullying classes need to be taught regularly. A series of sessions will be taught at the start of the school year, with the follow up during the PDHPE classes and the Catch-up Extra Classes on Thursdays.
- Anti-bullying classes will include the topics on:
 - How to identify bullying
 - Understanding the implications
 - Explaining the consequences
- When instances of bullying have been recorded or risk of bullying is identified, an intensified preventative program needs to be introduced (twice per week)
 - Every catch-up class (Thursdays) needs to be dedicated to the discussion on bullying and preventative measures
 - Additional classes to be scheduled by the teachers. PDHPE teacher/Chaplain/Year Adviser need to be involved in these classes
- School must have an established Scope and Sequence and Unit Plans with the anti-bullying lessons
- Seating plans and student groupings must be introduced to help students learn how to work with each other.
- Real Skills Bullying whole class approach – Program by the School Chaplain.
- Team building, fun activities, random buddy program to help students prevent bullying must be integrated into the high school program.

Behaviour Management Success Pre-Requisites

The following list of best teaching practices is suggested by Dr. Robert J. Marzano as the pre-requisite for the successful management of student behaviour. The Gurukula teachers are familiar with the listed practices and endeavour to implement these practices in their teaching.

1) Action Step 1: Use specific techniques to establish a strong level of purpose and guidance

- a) Establish rules, procedures and disciplinary interventions
 - Teach rules and procedures using a direct instruction model.
- b) Exhibit assertive behaviour
 - Body language—eye contact, erect posture, facing student but keeping unthreatening distance, matching facial expression with content of message
 - Tone of voice—speak clearly, respectfully, deliberately, avoiding emotion in addressing inappropriate behaviour.
 - Persistence—persist until appropriate behaviour is displayed, not ignoring inappropriate behaviour, not being diverted by denying, arguing, blaming; but listening to and acting on legitimate concerns
- c) Model the behaviour that you expect—at all times, but in particular when dealing with problem behaviour.
- d) Establish Clear Learning Goals—Use rubrics frequently
 - Communicate goals at beginning of unit
 - Provide feedback on those goals—formative assessment
 - Continually and systematically revisit the goals
- e) Arrange the classroom to allow for close proximity to students and their work.
- f) Effective instruction
 - Establish instructional match, considering the task and the student.
 - Use visuals (many students are not auditory learners)
 - Actively engage students in observable ways
 - Structuring multiple ways for students to actively and frequently respond and participate
 - Use 90% of allocated time for activity
 - Frequently check for student understanding
 - End activity by knowing how many students met the learning objective and involve students in self-assessment
 - End activity with specific feedback about academic and social performance
 - Conclude the activity with specific information about what happens next
 - Arrange for follow-up instruction/activity for students who were unsuccessful
 - Know what you need to do the next time you do the activity.

2) Action Step 2: Use specific behaviours that communicate an appropriate level of cooperation

- a) Maintain a ratio of 4:1 positive to negative interactions.
- b) Provide flexible learning goals—solicit student input to add to goals: given your goals, what do they wish to learn/explore within the topic?
- c) Take a personal interest in students
- d) Be attentive (by scanning and moving) to all students and activities within the classroom.
- e) Use equitable and positive classroom behaviours

- Make eye contact with each student during visual scans, freely move within room
 - Deliberately move and be close to each student. Arrange the physical space that allows for close proximity
 - Positively interact with most students during lesson
 - Attribute ownership of ideas during class discussions
 - Allow and encourage participation and interactions by all.
 - Provide appropriate wait time for all students regardless of history or perception of abilities.
- f) Respond appropriately to students' incorrect responses
- Emphasize what was right or partially correct. Acknowledge approximations. Identify questions that fit the response
 - Encourage collaboration. (think-pair share)
 - Restate question and wait
 - Rephrase questions and wait (but don't be too wordy)
 - Give guidance in the form of hints, clues, and scaffolds
 - Provide answer and ask for elaboration or examples
 - Respect options to pass when appropriate

3) Action Step 3: Be aware of student needs, temperaments and learning styles.

- a) Notice behaviour, observe outcomes, suggest assistance, formulate plans, follow-up, and evaluate.
- b) Assist students to know more about themselves. Plan lessons that allow students to work in preferred learning styles, intelligences, and encourage students to grow in non-preferred styles.
- c) Accommodate temperament styles, acknowledge and support students when style does not fit well with tasks.
 - There are some students who will require highly individualized accommodations-- learning how to deal with aggressive, passive, hyperactive, inattentive, perfectionist and socially inept students.

Behaviour Management System Notes

Reset Time System

- Reset session location
 - Issuing teacher determines the location (e.g teacher directs a student to come to a specific classroom).
 - Reset session teacher conducts sessions near the staff room (area is set up outside of the staff room).
- Detention duties
 - Teachers are encouraged to conduct their own reset sessions and discuss behaviour with the student.
 - Teacher issuing a reset time needs to provide the report in Sentral. Teachers can engage students in cleaning, weeding, picking up rubbish or doing something helpful.

Teachers are on duty even when they are not on duty (applies to all teachers at all times)

- Ensure students wear shoes and appropriate clothing at all times.
- Ensure behaviour reflects school values.
- Last two minutes of the break students engage in the clean up.
- Stop any instances of bullying, fighting, abusive behaviours.
- Direct students to go class after the warning bell.

Year advisor duties

- Be available every recess and lunch time.
- Identify behavioural issues – discuss the issues in a positive way with the whole class,
- Ensure a whole school approach is introduced, the standards of behaviour are taught, and students are coached.

Year advisor role

- General well-being matters (including personal standards, food, appearance, meetings with family)
- Learning and engagement matters
- Attendance matters
- Uniform matters
- Relationships with other students matters
- Behaviour and attitude matters
- Coordination of assessment schedules of the teachers teaching in your Year group
- Collegial support and collaboration with the teachers teaching in your Year group
- Interim reports
- Teacher parent meetings
- Organising special camps, trip and special events for your Year group

High School Uniform Standards

Students in Years 7 – 10

Available options:

Boys

Bottom

- School Sports shorts
- School shorts
- Black pants (not provided by the school and must be purchased and must be of an acceptable standard /no rips, writing, etc/)
- School sports track suit pants

Top

- School Sports shirt
- School uniform kurta

Girls

Bottom

- Sports shorts
- School uniform Punjabi pants
- School uniform skirt
- Black pants (can only be worn with Kurti, not provided by the school and must be purchased and must be of an acceptable standard /no rips, writing, etc/)
- Leggings for sports can be changed into in the school

Top

- School sports shirt
- School uniform Punjabi kurta
- School uniform blouse

Students in Years 11-12

Available options

Boys

Bottom

- School sports shorts
- Track suit pants
- Black pants (not provided by the school and must be purchased and must be of an acceptable standard /no rips, writing, etc/)
- Dhoti

Top

- Sports shirt
- Devotional kurta

Girls

Bottom

- Black pants (not provided by the school and must be purchased and must be of an acceptable standard /no rips, writing, etc/)
- Sports shorts
- Devotional – Punjabi pants only worn with Punjabi top
- Long skirt

Top

- Sports shirt
- Devotional – Punjabi kurta
- Sari

Note: Devotional dress standard needs to be comparable to the temple dress standard.

Uniform Policy

Responsible person: Year Adviser

Why do we have the uniform?

- Focus on internal development
- Safety
- School Identity
- Contextual awareness and functionality

What is the uniform?

- Uniform options are different for Year 7-10 and 11-12
- See the available options on pages 22, 23.

What is the standard of uniform appearance?

- Clean
- Not ripped
- No drawings

What happens if students do not come to the school in the uniform?

- Students have four uniform passes per term.
- Teacher on duty (morning bus duty and/or roll marking teacher) will issue a student without the uniform and without a note from the parents with the uniform pass and will record the pass in the register (online spreadsheet).
- On the fifth time without uniform, the student will be sent to the office to be sent home to change into the appropriate school uniform and resume school after that (parents may be able to bring the appropriate uniform to the school).

How will the students know about the policy?

- Uniform options, rules and consequences need to be printed and displayed in all the classrooms.
- Teachers will explain the policy at the start of each school term during the orientation day.
- Uniform policy must be available on the school's website.

Procedural Fairness

The school reaffirms its commitment to be procedurally fair, particularly but not exclusively to the imposition of penalties (eg. suspension, termination of enrolment).

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the ‘hearing rule’ and the ‘right to an unbiased decision’.

The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

The ‘right to an unbiased decision’ includes the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker.

Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, the school may need to provide an interpreter service, if required.

While it is generally preferable that different people carry out the investigation and decision-making, in the school setting this may not always be possible. If the principal is conducting both the investigative and decision-making stages, he or she must be reasonable and objective. To be procedurally fair, the principal must act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, it is acceptable to do so given the nature of the principal’s responsibilities. Nevertheless, it may be preferable to have another appropriate officer, such as another teacher or independent person, carry out the investigation where possible. The review mechanism adds to the fairness of the process.

In matters where a long suspension, expulsion or exclusion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion should be recorded in writing.