

Behaviour Management Policy

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| To Be Revised | 11/2019 |
| This Version | 11/2017 |
| Previous Versions | |
| Related Documents | <ul style="list-style-type: none"> • Student Code of Conduct • Playground Rules |
| Related Legislation | <ul style="list-style-type: none"> • Criminal Code 1913 • School Education Act 1999 • School Education Act Regulations 2000 • Occupational Safety and Health Act 1984 and Regulations 1996 • Disability Discrimination Act 1992 • Disability Standards for Education 2005 • Equal Opportunity Act 1984 |
| Appendices | Appendix I: Discipline Procedure Chart Appendix 11: Student Code of Conduct |

Scope and Application

This policy applies to all students and staff of the school.

Policy

Helena River Steiner School acknowledges everyone has a right to feel valued and be treated as a person of worth. Everyone has a right to be safe at school. We aim to work together in the freedom of equal opportunity while respecting the rights of others.

With younger children we aim to resolve most situations through the use of creative discipline. With the older children a more direct process is sometimes more appropriate.

The Behaviour Management Policy has the purposes of:

- education in healthy social interaction
- development of the child's positive sense of self, and
- maintenance of a healthy learning environment for all children.

The Student Code of Conduct will be on display in all classrooms so all children are aware of expected and appropriate behaviour.

We explicitly forbid the use of any form of child abuse, corporal punishment or other degrading punishment.

We uphold the principles of procedural fairness and explicitly prohibit any form of unlawful discrimination.

Procedure

KINDERGARTEN

In kindergarten we aim to guide children to develop a positive self-discipline based on understanding and appreciation of others' needs, rights and feelings. In doing this, each child's individual experiences and developmental level will be taken into account by the staff.

Explanation

In the early years, the child gradually develops an awareness of him- or herself as a separate being. At the same time an awareness of the immediate and wider environment develops so for the child it is a time to explore and interact with the environment. An important part of the child's self-concept depends on the positive or negative reactions that he or she receives from the surroundings; therefore we positively guide children to develop acceptable behaviour and self-discipline. As they explore and interact, young children need the security of firm, consistent boundaries set by the adults in their lives. These adults also serve as exemplary models as kindergarten age children mostly learn through imitation.

It is important to establish these boundaries in the first seven years so that as the child grows older they can make wise and safe decisions.

Implementation

Staff members will use positive techniques of gentle guidance, redirection and reinforcement rather than promoting competition, comparison, or criticism. Consistent, clear guidelines will be used by all the adults working with the children. The environment will be non-punitive and accompanied by simple explanations of positive expectations.

The staff will:

- Ensure the environment is well prepared so that problems are anticipated and prevented.
- Be aware of each child's individual developmental level and needs.
- Create a balance of quiet and vigorous activities.
- Model appropriate and desirable behaviours.
- Use stories as a therapeutic tool to assist specific situations or temperaments, so that a child or children will realise subconsciously that there are alternative ways to respond.
- Avoid rewarding undesirable behaviours.
- Encourage children to respect the rights and needs of others.
- Empower and support children to resolve their own conflicts.
- Encourage parents to tell the teacher if their child is complaining about being bullied by other children.
- Work with parents on setting limits and positive reinforcement. It is supportive for young children to have consistent behaviour management practices at school and home. When the staff have ongoing concerns it will be important for the child's progress for teachers and parents to have frequent and honest communication.
- Keep records of disciplinary incidents.

Dealing with inappropriate or bullying behaviours

Unacceptable behaviour includes:

- Kicking, hitting, pushing, rough play
- Throwing sticks and stones
- Habitual bullying
- Violent behaviour
- Verbal abuse
- Rudeness
- Unfair play
- Exclusion/cliques

Staff will:

- Stop the behaviour.
- Acknowledge the child's feelings.
- Explain why the actions are inappropriate.
- Gently encourage and redirect the child's behaviour.
- Support children in finding their own solutions to conflicts.
- Implement a quiet time or a "time-in" working with an adult.
- Repeat the rule, e.g. "Hands are for work and for play".
- Model expression of regret for the behaviour and encourage the child to express some form of reparation, drawing a picture, or taking water or a tissue to a child who is hurt, or saying sorry if it comes genuinely.
- Close supervision of outside play
- Reinforce appropriate sense of care and use of equipment.
- Ensure that both the child who bullies and the child who is the victim feel like they are a valued member of the kindergarten by using long and short term strategies.
- Through ongoing storytelling, correction and guidance, educate victims as well as bullies to healthier modes of behaviour.
- Discuss situations and hold interviews with parents informally and formally.
- In some instances, with prior agreement with his/her parents, we will send a child home for the rest of the day if bullying or inappropriate behaviour has been persistent over a long period of time and other strategies, such as the above, have not succeeded in stopping the behaviour.

These classroom practices help prevent negative situations from developing further. However, when there is persistent misbehaviour or a serious offence, the following steps will be taken.

Procedural Steps

Step 1

If behaviour is extreme or inappropriate, the child's parents as well as the Education Coordinator will be informed and involved in some of the following steps, which may be appropriate or necessary:

- Parent interview.
- Discussion with other kindergarten teachers about the child.
- Teacher observes and records observations of the child.
- Another teacher observes the child.
- The child is assessed for possible contributing factors such as: hearing, speech or vision problems. Assessments could include: Extra Lesson, paediatric assessment, or an educational consultant.

Step 2

From the above, specific recommendations for remedial steps and expectations of behavioural change will be made. Parent support is vital.

Step 3

If the above action fails to resolve the problem, or there is any single incident of the following behaviours, then Step 4 of the discipline policy will be implemented.

- Intimidation of another child

- Deliberate significant injury of another child
- Repeated or extreme acts of aggression
- Deliberate disobedience, lack of respect or persistent bad manners
- Leaving the kindergarten grounds
- Destruction or vandalising school property
- Unreasonable and significant escalation of violence
- Repeated or extreme crude behaviour or offensive language

Step 4

Parents will be contacted to take their child home immediately, or the child will be suspended temporarily and returned to school on probation after a parent interview.

If a child reaches Step 4 of the Discipline policy repeatedly in the school year, the school reserves the right to cancel the child's enrolment.

PRIMARY SCHOOL

In the primary years there is a need for certainty and consistency so that students feel secure in their boundaries and experience the exercise of authority as proportionate and consequential. There is also a need for discernment and flexibility, recognizing the shifting contexts and needs, so that students experience the exercise of authority as loving and fair.

The Class Teacher is assisted by an understanding of the child which is both developmental, that is, it sees the child as passing through a sequence of typical developmental stages each of which calls for appropriate teaching methods and curriculum, and also holistic, in that it appreciates the child's past and future and also the interrelated physical, emotional, social, intellectual and spiritual elements of its being.

The teaching methods and the curriculum of the school arise out of this understanding and often serve to reduce the frequency and severity of behaviour management issues. The methods include:

- A curriculum which is age-appropriate in its content and delivery,
- The delivery of all areas of the curriculum in a way that is human-centred and in which is embedded a moral logic and understanding,
- The regular use of legends, stories, biographies and therapeutic stories told for specific social situations, which provide the children with social understanding and with suggestions for the confrontation of difficulties and challenges,
- The extensive and regular use of arts and especially of drama as means of self-expression and tools for social understanding,
- Attention to oral language development for strong, clear, articulate communication,
- Attention to the need for rhythm and balance in all learning activities,
- The employment of physical, artistic and intellectual activities in a balanced fashion across the curriculum,
- The collegial study of child development and the pedagogy, including the sharing of teaching experiences,
- Regular case studies ("Child Studies" and "Class Studies") focusing on individual children and classes in the school,
- The practice of the Class Teacher staying with her or his class through the years of primary school,
- The importance assigned to the teacher as a role model and trusted guide,
- The provision of learning support where required,

- The sponsoring of regular mentoring and professional development to promote the development of best teaching practice across the school.

Classroom management

- Teachers are mindful that disruptive behaviour is less likely when the learning needs of the children are being met and when lessons are delivered with thought and enthusiasm. When appropriate, support is provided through the Learning Support program.
- Teachers will assist students in developing positive communication skills that will enable them to work through problems that arise in the classroom or the playground.
- As far as possible the focus is on positive behaviour, and the students receive positive feedback and encouragement for their achievements and for working well with the teacher and their peers.
- The rules governing classroom and playground behaviour need to be clear to the students.
- Students are educated in their understanding to distinguish “dobbing” (a malicious practice to get others into trouble) and seeking teacher assistance where a hurtful practice is occurring.
- Communication is maintained with parents concerning the rules that apply to the class. Parents are encouraged to ask questions about school discipline at Class Parent Meetings or by making an appointment with the Class Teacher.
- Each class teacher may keep their own behaviour plan, consistent with the general approach of the College of Teachers, which can be referred to by specialists and relief teachers who work with the class. This may be accompanied by a ‘handover book’, which remains with the class so that there is communication and consistency between teachers during any one day.

Rules: Students shall

- Follow the teacher’s instructions first time,
- Generally speaking, raise their hand to indicate that they wish to speak, listen when someone is speaking, and remain quiet during quiet work times,
- Remain seated at their desks unless otherwise instructed by the teacher,
- Respect themselves and others and each other’s body, work, belongings and time
- Always speak kindly, truthfully and well,
- Welcome guests or newcomers,
- Use appropriate manners such as “please”, “thank you” and eye contact

These rules should be sufficient for most situations.

Unacceptable behaviours include:

Bullying, lying, kicking, pushing, hitting, spitting, throwing sticks, stones or other objects, violent behaviour, verbal abuse, teasing, swearing, rudeness, wilful exclusion of others or formation of cliques, malicious gossiping, continual talking while the teacher is talking, failure to follow instructions, continually moving from desk without permission, regularly not completing homework/handwork.

Response to breaches of the rules

A warm, safe learning environment is essential for the class as a whole. It is very important that any response be thoughtfully implemented and that it be appropriate for the particular child. When the class teacher or specialist session teacher is in the classroom, other teachers will normally defer to that teacher. For relatively minor breaches of the rules this sequence will generally be followed:

The child may be requested to

- correct the behaviour,
- work or stand separately from the other children,
- sit with the teacher or perform specified tasks during recess,
- write a statement describing the mistake and what can be done about it, and what they could have done differently or
- write a note to the parents or call a parent.

When the assignment of tasks is used as a disciplinary measure, the task should bear, if possible, a restorative relationship to the misbehaviour, for instance, writing or reciting a beautiful poem for bad language, or picking up rubbish for dropping rubbish in the classroom.

When speaking with children, and particularly when invoking disciplinary measures, the teacher will take account of the individuality of each child, particularly the child's age and temperament. Consciousness of each child's individuality should manifest in concert with a consistency in overall approach.

When two children are experiencing a social difficulty, it may be helpful to seat the two together away from the class until they have come to terms with each other.

When group dynamics are an issue, especially with older children, it may be helpful to engage the large group in a discussion facilitated by the teacher.

When a whole class or a significant section of a class is experiencing ongoing social difficulties, it may be helpful if for a period of time the whole class is required always to play together under the eye of the Class Teacher.

When two children, or a particular group of children, are having social difficulties it is often helpful to have their parents engage in friendly and respectful conversation, or social interaction, and for the parents to see to it that the children are aware of their parents' friendly and respectful relationship.

If a child disrupts their own or the class's learning, and refuses to correct their behaviour, they may be placed for a short time outside the classroom on the bench (if this is appropriate for the particular child), sent to visit another classroom, or sent to be with the Learning Support Teacher or the Education Coordinator, if either is available. In most cases the emphasis will be on continuing the learning, or allowing a cooling off to help the child recollect him or herself.

When sending a child to another class, it is a good idea to choose the class according to the child's behaviour. If a child is "too big for his or her britches," she or he may be sent to an older class. If the behaviour is immature, a younger class is more helpful.

Normally a three-step approach will operate before a child is sent out of class. However, with multiple breaches, or with those few children who may "gameplay," or in case of a serious breach (violent or destructive behaviour) the student is not offered these steps, but is sent out of the class immediately.

Teachers may institute additional clear responses which in a timely manner educate the children regarding their behaviour.

If misbehaviour is serious or persistent, a written record will be kept describing the child's behaviour. Discussions will be held at a Faculty meeting and possibly a full Child Study will be conducted. If a child does not respond to the efforts of the Class Teacher, the Education Coordinator will be asked to intervene. Parents may be contacted and asked to attend an interview.

DISCIPLINARY RECORDS

The Class Teacher is responsible for keeping records of their student's behaviour management. If a student's behaviour is extreme or ongoing, it is to be brought to the attention of the Principal. Notes on the incidents and the disciplinary action shall be kept in the student's file.

DISCIPLINE PROCEDURE CHART

| Level | Type of behaviour | Consequences (teachers may apply the following) |
|-------|---|--|
| 0 | Adheres to school code of conduct | |
| 1 | Essentially respects rules and the rights of others, but is involved in minor disruptions of low intensity and frequency. | First verbal warning, then name on board Then tick beside name means time out at next playtime. Class 1/2 = 5 minutes Class 3 onwards = 10 minutes If behaviour persists after timeout has been received fill in a Behaviour Incident Report form. Parents to receive a copy. |
| 2 | Infringes the rules and rights of others or displays behaviours at a higher frequency or intensity than level 1. | Loss of complete playtime. Inform the duty teacher of this. The teacher makes a written a report. A copy of the report given to Class Teacher (if they were not observer). Can also speak to or phone parent at teacher's discretion. In the case of rudeness to staff or another class member there will be a written apology as well as "time out" |
| 3 | Seriously and regularly breaches the rights of others OR displays behaviour at a higher intensity than level 2. | Child automatically loses entire playtime. Play time will be spent on time out appropriate to age and behaviour. Parents may be asked to collect child immediately. Parents notified in writing and Duty teachers to be notified. Report to be filled out. If there have been 2 previous reports then a third report is to be completed and a Behaviour Plan to be developed by Class Teacher. |
| 4 | Seriously and continually violates other's rights | The child should be on a Behaviour Management Plan. 4th report will result in Immediate suspension for two days. 5th report will result in second suspension for five days. |
| 5 | In extreme circumstances expulsion will occur | |

HELENA RIVER STEINER SCHOOL

STUDENT CODE OF CONDUCT

RIGHTS

Everyone has the right to:

- feel safe
- be treated with honesty
- be spoken to and treated with respect and dignity.
- be treated fairly
- be touched only in a respectful way
- personal space
- say “no” to physical contact
- expect others to hear and respect individual feelings
- have gender, culture, religion and differences accepted
- be able to participation in school activities
- a safe and clean environment
- have property treated with care

RESPONSIBILITIES

Responsibility is being aware of our conduct and being accountable for it.

Teachers have the responsibility to consistently implement the behaviour code and to reflect in their behaviour the values that are expected from others.

Children have the responsibility to be co-operative.

Parents have the responsibility to be supportive of the Steiner philosophy, the teachers and the policies of the school.

Everyone has the responsibility to:

- allow others to feel safe.
- be honest
- speak and treat others with respect and dignity
- treat others fairly
- touch others only in a respectful way.
- accept the personal space of others.
- respect the feelings of others.
- respect the gender, culture, religion and differences of others.
- allow others to participate in school activities.
- help maintain a safe and clean environment.
- treat their own and other people’s property with care

CLASSROOM RULES

Students shall

- Follow the teacher’s instructions first time,

- Generally speaking, raise their hand to indicate that they wish to speak, listen when someone is speaking, and remain quiet during quiet work times,
- Remain seated at their desks unless otherwise instructed by the teacher,
- Respect themselves and others and each other's body, work, belongings and time
- Always speak kindly, truthfully and well,
- Welcome guests or newcomers,
- Use appropriate manners such as "please", "thank you" and eye contact

PLAYGROUND RULES

- Hats and shoes should be worn at all times when outside.
- Kicking the ball is not permitted on the front playground for classes 1 - 3.
- Bicycles, skateboards and scooters are not to be ridden on school grounds during school hours.
- Marble play is allowed keeping marbles at below knee height.
- Rough play, swearing, fighting or bullying behaviour is not acceptable and must be reported to the teacher on duty.
- Any play equipment brought out during play time must be tidied away and returned at the end of each play time.
- Older children are not to play in areas reserved for younger children.