

BEHAVIOUR MANAGEMENT POLICY AND PROCEDURE

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1 PRINCIPLES

- 1.1 Freshwater Creek Steiner School and Kindergarten recognizes it has a duty of care to provide a safe and supportive learning environment for all children and staff.
- 1.2 The Waldorf/Steiner School and kindergarten curriculum is planned so that the subjects introduced meet the inner needs of the child and become a stimulus for learning moral behaviour.
- 1.3 The teachers and class assistants work with the students according to the child’s age and developmental stage. These indicate what level of awareness children are likely to have of their own behaviour, and what level of ability they are likely to have to manage their own behaviour. Further information about this can be sought/ will be provided from class teachers, from the Head of School and/or from Steiner Education Resources, some of which are available from the school’s Asteya library.
- 1.4 The class teacher is a natural authority to the primary student and develops an intimate understanding of the child and the class dynamics and strives to strengthen the bond of fellowship with each child in their class.
- 1.5 The staff work collaboratively to create a school and kindergarten where children learn to behave respectfully, responsibly, safely and supportively.
- 1.6 Communication with parents is an important aspect in developing and maintaining this environment and supporting the children.
- 1.7 Teachers seek advice and support from their colleagues and mentors.
- 1.8 All staff are trained in and comply with the FWCSS Child Safe policy and procedure
- 1.9 **Corporal punishment is not permitted at FWCSS and kindergarten**
- 1.10 Some behaviour is unacceptable at school.

2 GUIDELINES FOR DEFINING REPEATED OR MORE SERIOUS BEHAVIOUR

- 2.1 Repeated and more serious behaviour is determined by the school’s duty of care to provide a safe and supportive learning environment for all students and staff.

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- 2.2 Repeated behaviour is when a child knowingly continues to demonstrate certain behaviour after being asked to stop by an authorised person such as a teacher; and the behaviour renders others to feel unsafe or unsupported.
- 2.3 Examples of repeated behaviour include consistently and deliberately distracting other students, disrupting the class, being disrespectful 2 or more times, breaking school rules.
- 2.4 More serious behaviour is when the behaviour could be considered unacceptable but that is not clear. Examples of more serious behaviour include behaviour that could have sexual or discriminatory connotations, but is not overt; causing damage, injury or hurt through thoughtlessness or carelessness; deliberate contravention of school rules when the student argues they have a good reason for the contravention.
- 2.5 If a teacher or other staff member is unsure whether a behaviour is repeated or more serious, they will consult with Student Wellbeing Officer or Head of School.

3 GUIDELINES FOR DEFINING UNACCEPTABLE BEHAVIOUR

- 3.1 Unacceptable behaviour is determined by the school's duty of care to provide a safe and supportive learning environment for all students and staff.
- 3.2 Examples of unacceptable behaviour include absconding, deliberate and repeated rudeness, defiance, demonstrated lack of commitment to the school's ethos, destructiveness, dishonesty, illegal activity, bullying, aggression and violence. If a teacher or other staff member is unsure whether a behaviour is unacceptable, they will consult with Student Wellbeing Officer or Head of School.

4 POLICY

- 4.1 Children are expected to behave respectfully, responsibly, safely and supportively as appropriate to their developmental stage.
- 4.2 Children will understand this through clear communication of school rules, expectations and consequences
- 4.3 The Early Childhood or Primary School Classroom teacher is responsible, in the first instance, for managing behaviour matters that arise at school concerning a child in their class. This includes developing a method for managing their class, developing a behavioural profile of each child, direct communication with the child, writing behaviour reports, following up behaviour reports made by others, maintaining records and communicating with Head of School, other staff members and parents/carers.
- 4.4 Early Childhood and Class teachers will elaborate on the developmental stages of the children according to Rudolf Steiner and on the method of behaviour management they will use in Class or Kinder meetings.
- 4.5 Corporal punishment is not permitted under any circumstances.

5 PROCEDURE – PRIMARY SCHOOL

5.1 Summary of procedure

Isolated incident -> Child behaviour Report stays with teacher

Isolated incident -> another similar incident -> another similar incident -> Child Behaviour Report for repeated behaviour -> meeting and consequences

More serious behaviour -> Child Behaviour report -> meeting and consequences

Unacceptable behaviour -> Child Behaviour Report -> meeting and consequences

5.2 Classroom management

- 5.2.1 Teachers will nurture the needs of the whole child as they move through different developmental stages.
- 5.2.2 All teachers will maintain awareness of the individual child's development and learning needs, the social dynamics of the class and the health of the whole school and manage their classrooms accordingly.
- 5.2.3 Teachers will develop a culture of respectful, responsible, safe and supportive behaviour in their classrooms by:
 - Bringing the curriculum and lesson content consistently to the class
 - Endeavouring to strengthen bonds of fellowship with each student
 - Helping make class transitional times as orderly as possible

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- Develop Behaviour management strategies for the class that are shared with other teachers of that class as per 5.2.4
- 5.2.4 Class teachers will develop a sound method for managing student’s behaviour in their classroom based upon respect, responsibility, safety and support for all the students in the class. Methods may be based on external programs such as Restorative Practice, Non-Violent Communication or Compassionate communication as considered appropriate;
- Class teacher’s method will be shared with colleagues and the Head of School. If recommended by either, amendments will be considered at College, where a decision regarding changes will be developed. In the case of a deadlock and/or time constraints, the Head of School will determine what method will be used.
 - Class teacher’s methods will be communicated clearly to parents/carers and children through paper based, verbal and/or digital means.
 - Class teacher’s methods will be communicated clearly to specialist and relief teachers through paper based, verbal and/or digital means
 - Teachers will regularly review their classroom management strategies and adjust if required, to provide a safe and supportive environment for all students; and
 - All teachers will continually develop their skills in classroom management through consultation with colleagues, professional development and inner work.
- 5.2.5 The Head of School and/or the Student Wellbeing Officer will regularly consult with the teachers about the social health of their class and offer support when required, or when a need is perceived.
- 5.2.6 Teachers will use the Child Behaviour Report to record behavioural incidents that occur in the class.
- 5.2.7 Teachers will keep a record of Child Behaviour Reports in the relevant student’s files
- 5.2.8 Teachers will submit the Child Behaviour Report for repeated, more serious or unacceptable behaviour incidents to the Head of School and/or Student Wellbeing Officer as soon as possible but no more than 24 hours, following the incident

5.3 Primary School Yard Service Management.

- 5.3.1 Yard service report sheets that are marked for specific areas, high vis jacket and first aid kit will be provided for yard Service attendants.
- 5.3.2 Staff on Yard Service will address immediate issues using their personal judgement or clear policies (e.g. medical incidents) AND note all incidents on the Yard Service report sheet.
- 5.3.3 Staff on Yard Service will also note issues reported by students pertaining to other student’s behaviour regardless of whether there is any evidence.
- 5.3.4 The Student Wellbeing Officer, or their delegate, enters all reports onto a Central register at least weekly.
- 5.3.5 The Student Wellbeing Officer, or their delegate, sends entries regarding specific children to their class teacher, by email.

5.4 Child Behaviour Reports- repeated, more serious or unacceptable behaviour

- 5.4.1 For Repeated or more serious behaviour reports as defined in the Guidelines for defining repeated or more serious Behaviour at the beginning of this policy the Teacher, Head of School or Student Wellbeing Officer will contact the child’s parents/carer to describe the issue and seek collaboration, as soon as possible but within 24hours of the incident.
Collaboration may result in a conversation between the student, parents, teacher and Head of School /Student Wellbeing Officer about what is expected in class; an Individual Learning Plan, or a Behaviour agreement being developed for the student.
- 5.4.2 The Teacher, Head of School and Student Wellbeing Officer may bring behavioural issues to the College for consideration and reflection.

- 5.4.3 For Unacceptable Child Behaviour incidents, as defined in the Guidelines for defining Unacceptable Behaviour at the beginning of this policy, a verbal or written report will immediately be sent to Head of School and/or Student Wellbeing Officer. A meeting between the teacher, the Head of School and/or Student Wellbeing Officer, and potentially the child, will be held where an immediate response will be decided and implemented. This may be:
- Exclusion from the class for a specified period
 - Work with the Student Wellbeing Officer or Head of School
 - Repairing damage done, or other appropriate community service
 - Parents being contacted to take the child home
- 5.4.4 This will be followed by a meeting between the class teacher, the parents/carers and the Head of School and/or Student Wellbeing Officer, and potentially the child
- 5.4.5 This meeting will lead to an agreed process for supporting the child to understand how to behave in a way that is respectful, responsible, safe and supportive of others, to be implemented immediately.
- 5.4.6 The process may include:
- A behaviour plan/contract/agreement
 - Work with the Student Well Being officer (who may make recommendations including referrals to external professionals)
 - A period of suspension from school – for example for serious and deliberate actions that render others unsafe or unsupported; repeated behaviour plans that have proved ineffective; where the child’s commitment to the ethos of the school is in doubt
 - Support in transitioning to another school – where it is understood by the parents/carers and/or the school, that the needs of the child and/or the school would be best suited by this course of action
 - Expulsion – for example, for knowingly placing others in danger; for deliberately and repeatedly breaking the school rules; deliberate and conscious acts of violence; illegal activity; for demonstrating a clear lack of commitment to the school’s ethos;
- 5.4.7 The process will be taken to the next College meeting for reflection and consideration.
- 5.4.8 Child Behaviour reports for repeated, more serious, or unacceptable behaviour will be kept in a register in the Head of School office.

6 PROCEDURE – EARLY CHILDHOOD (INC KINDERGARTEN and may be applied for a class 1 child during the transition from early childhood to primary school)

- 6.1 *The Prep or Early Childhood teacher is a natural authority to the children. The teacher is responsible, in the first instance, for managing behaviour matters that arise in the Prep class or Kindergarten rooms concerning a child in their room. This includes establishing rules for their class, developing a method for managing their class, developing a behavioural profile of each child and direct communication with the child and parents/carers.*
- 6.2 When managing children’s behaviour, the teacher may:
- Redirect the child
 - Model the acceptable behaviours
 - Remind the child of the acceptable behaviour using “You may” statements
 - Remind the child of the Kindergarten rules by highlighting the behaviour that is not allowed, using “You may not” statements.
 - If deemed necessary for the safety and wellbeing of a child or other children, a teacher or yard service attendant could physically remove a child from a situation.
 - The child is removed from the group for a short period of time, within a closely supervised space on the Prep/Kindergarten premises
 - The child is reminded of the acceptable behaviours and informed that they may rejoin the group when they are ready to participate positively, and when the teacher deems that the child is calm enough to do so.
 - In the interests of the wellbeing of the group and the child themselves, if the child is unable to rejoin the group positively, their parents may be contacted to remove them from Prep/Kindergarten for the remainder of the session.

- 6.3 If the actions above do not bring about a positive change of behaviour in the child, then:
- Parents may be contacted, and a meeting arranged. Where possible both the teacher and the Student Wellbeing Officer or Head of School will be present at this meeting.
 - Parents and teachers will compose a joint, age-appropriate behaviour/consequence agreement that will be communicated to the child
- 6.4 The school reserves the right to review and/or end a child's enrolment in Prep or kindergarten, if the child's behaviour continues to prevent the establishment of a safe, supportive, Steiner based environment for the whole class.
- 6.5 Records will be kept by the class teacher of:
- Contacts made with parents about the child's daily progress
 - Formal meetings with parents
 - Observations of the child's progress.
- 6.6 These records will be made available to the Head of School on request, and in the event of an enrolment review.

7 IMPLEMENTATION

- 7.1 This policy is implemented through a combination of:
- Staff training;
 - Effective communication procedures;
 - Effective record keeping procedures; and
 - Initiation of corrective actions where necessary.

8 DEFINITIONS

- 8.1 None.

9 AUTHORITY AND RELATED DOCUMENTS

10 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	School Council
Administrator	Head of School
Original Approval Date	May 2, 2018
Approval and Amendment History	Details
Next Review Date	
Approval and Amendment History	Updated June 11 th 2019
Notes	None

Child Behaviour Report

Child's name _____ Class _____

Reporting Teacher's name _____ Date of incident _____

Is this behaviour minor or first time? _____

Is this behaviour repeated/more serious? _____

Describe the behaviour: _____

Action required:

File copy in Teacher File

Forward to Wellbeing /HoS Received (initial/date) _____