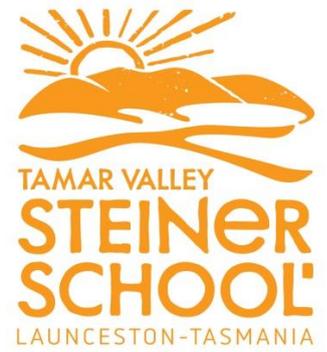


BEHAVIOUR MANAGEMENT POLICY & PROCEDURE



Relevant to:	All staff, all students, all parents
Developed by:	Management Team
Date of Introduction:	October 2016
Date of Most Recent Review:	Aug25
Date for Review:	Aug 2026 or as required
Approved:	School Board Aug25
Related Documents:	Child Protection Policy, Anti-Bullying Policy, Student Welfare and Discipline Policy, Pastoral Care Policy, Staff Code of Conduct

PURPOSE

The Behaviour Management statement for the Tamar Valley Steiner School underpins the aim to establish basic procedures for the protection and safety of all individuals within the school in order to build a healthy community amongst the students, teachers and parents/guardians. This policy outlines these procedures, the principles of Steiner Education on which they are based, and the rights and responsibilities of all within the school.

The focus throughout this policy is to meet Tamar Valley Steiner School's public commitment to safety and well-being of all children and young people and to meeting the standards of the National Principles for child safety. This will be the primary focus of our care and decision-making, with particular attention paid to the cultural safety of Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability and vulnerable children.

GOAL

The goal of developing this document is to outline process that provide students with a safe environment where the risk of harm is minimised and students feel physically and emotionally secure.

PRINCIPLES

- Tamar Valley Steiner School is a place of learning and culture, where every child has the right to learn, to feel safe in a positive and supportive learning environment.
- All children are evolving human beings who are continuously developing capabilities, including social & personal capacities and ethical & intercultural understandings
- Children want to be liked and want to learn. It is our task to engage them, and to support their learning ameliorating the learning challenges they encounter
- Educators have a Duty of Care towards children which requires them to take the needs and protection of all those in their care into account when responding to any situation
- Every child has the right to feel safe and respected at school
- Careful observation and clear documentation underpin effective collegial working
- Clear and open communication between teachers and parents is essential in order to effectively support and meet each child's needs

PROCEDURES

Tamar Valley Steiner School have a duty to care for the physical, social and emotional wellbeing of all students and young people, to protect them from harm and to provide opportunities for our students to learn the behaviours appropriate to different situations. These responsibilities are met through a three-fold approach which incorporates being proactive, being supportive and being responsive.

1. Being Proactive

- All staff must model the respectful behaviours and language that this policy seeks to achieve and support in the culture of the school. To do this all staff must be familiar with and understand the content of: The TVSS Staff Code of Conduct and Mandatory Reporting Policy and the TRB Professional Boundaries: Guidelines for Tasmanian Teachers.
- Staff will attend Professional Development opportunities that provide guidance and skill development in Behaviour Management including workshops to deepen a Restorative approach to conflict
- The Principal will seek professional guidance directly for staff and the community in response to any specific presenting concerns such as bullying, inappropriate sexual behaviours etc.
- Staff will include in their regular study the 'Guiding Principles for Discipline, Tone and Moral Education' as indicated by Rudolf Steiner.
- Parents, on enrolment, will be provided with the policies that will assist them to support positive behaviours and safety whilst at school, such as: the Dress code, Healthy eating guide, Sun smart policy and other guidelines which aim to ensure students safety and wellbeing.
- Staff will model wearing appropriate dress, including the wearing of hats when on duty in terms 1 and 4 and footwear appropriate to the activity.
- Staff will provide adequate supervision of outside areas and ensure that classrooms are not accessed without supervision during recess and lunch times,
- The school will develop a variety of play areas to encourage both quiet and physically challenging activity, and the diverse physical, emotional and social needs of the children
- The teachers and administration staff will establish close communication with individual parents from the time of enrolment, via ongoing contact, interviews and home visits,
- Upon enrolment teachers will ensure that they are well informed about the special needs of each child through discussion with previous schools, sourcing relevant reports, and meeting with parents,
- Teachers will negotiate Individual Education Plans, to ensure parents and the school are clear about the support that can be provided to individual students, for both learning and behavioural outcomes
- Teachers will structure lessons and the classroom environment to provide students with multiple ways to connect with the curriculum and to maintain engagement and inclusion.
- provide integrated pastoral care services, through class teachers and College of Teachers.

Positive Behaviours Encouraged and Modelled in the school are as follows:

In the Early Childhood

- Being respectful of others
- Respecting their environment
- Sharing
- Being honest
- Listening
- Behaving safely and responsibly
- Encouraging others
- Following the staff's instructions and school rules
- Looking after the school environment and equipment
- Respect and care for others
- Being fair
- Being a good friend
- Being kind
- Respecting themselves.

In Primary School

- Being respectful of others
- Following the staff's instructions
- Following school rules and instructions
- Being honest and fair
- Listening
- Behaving safely and responsibly
- Encouraging others
- Being positive
- Looking after the school environment and equipment
- Respect and care for others
- Never giving up
- Being a good friend
- Focused learning
- Doing your best

2. Being Supportive

- Staff will adopt a restorative approach to resolving conflicts within the school
- Staff will reflect on our practice both individually and with the support of our colleagues and time for this will be allowed at all educational faculty meetings
- Teachers work deeply with students, both through individual meditative work and via Child Studies, conducted in College of Teachers' regular meetings,
- The school will provide many opportunities for parents to engage with the school, to build a 'village' approach to supporting positive and respectful behaviours
- The school will provide in-class staff ratios and other support for students with specific learning and behavioural needs,
- Teachers will engage students in creating class agreements about behaviour that supports learning, with clearly articulated consequences
- Teachers will ensure that all students have an understanding of the behavioural management policy and the nature of the consequences to breaches that are clearly articulated and known.
- The teachers will follow through to enact agreed consequences with fairness and consistency
- The teachers will make careful, ongoing observations to enable timely recognition of the precursors to disruptive behaviour,
- The teachers will engage students as partners in the process of addressing concerns about their behaviour,
- The teachers will educate students about appropriate responses to bullying, and restorative practise in a manner suitable to the children's developmental age.
- The teachers will collaborate with colleagues and parents to review the effectiveness of support, through the Individual Education Plan process, and take action with respect to activities, facilities and programming to mitigate disruptive behaviour. This may include the introduction of therapeutic story telling to an individual child, a whole class or at a school assembly for a broader behavioural concern.
- Teachers will provide students with time to understand and respond to instructions, and consciously pause before responding to inappropriate behaviour or language.
- The College of teachers will regularly review at educational faculty meetings Attendance, Behaviour Management and Incident records to ensure that patterns of behaviour are recognised and addressed.

3. Being Responsive

Responses will vary according to the age of the student, the nature of the behaviour in question and whether it is perceived as intentional or provoked. In many situations an immediate response will be all that is required, while in others more extensive procedures will need to be implemented.

Tamar Valley Steiner School expressly forbids any form of child abuse, corporal punishment or punishment which threatens or humiliates the child to be used as a response to unacceptable student behaviours.

Action will be taken to address inappropriate behaviour. Minor behaviour incidents will be dealt with through verbal reminders, if student does not adjust behaviours the response may result in a minor behaviour record being lodged and appropriate consequence any behaviour that threatens the physical or emotional safety of any child or adult in the school, jeopardises the right of all children to learn by disturbing the learning environment or interrupting the teacher's capacity to teach.

Minor breaches expected behaviours are those behaviours which are disruptive and distracting to other people's learning

Examples of minor breaches of the positive behaviour expectations include:

- Lying
- Vandalism
- Stealing
- Not following the dress code
- Breaking the computer use agreement
- Being thoughtless
- Bringing inappropriate things to school
- Being negative
- Breaking playground rules
- Distracting others
- Interrupting the class
- Insulting or harassing others
- Giving up
- Work refusal
- Inappropriate touching of other student's private parts; or exposure of one's own private parts

Serious breaches of expected behaviours are those behaviours which are dangerous, violent, abusive, or have made others question their safety

Examples of serious breaches of the positive behaviour expectations include:

- Bullying and harassment
- Verbal abuse
- Running away from the teacher
- Physically intimidating someone
- Inappropriate physical contact
- Repeated refusal to follow the teachers instructions
- Pushing, hitting, slapping, punching or kicking
- Swearing at another person
- Speaking in an aggressive/ threatening tone
- Throwing things with an intent to harm
- Online abuse
- Racist, sexist, or other discriminating comments

- Biting or spitting
- Threatening others
- Verbal or physical actions of a sexual nature towards another student

3.1 Immediate responses to inappropriate behaviour may include:

Minor behaviour incidents:

- adopting a restorative approach between parties in conflict to ensure procedural fairness and being guided by the questions contained therein. (See appendix below)
- reminding the student of class agreements,
- instructing a student to sit quietly in another place in the classroom for a short time,
- Recorded on the minor behaviours slips if minor behaviour is repeated and persists.

Serious Behaviour incidents:

- instructing the student to go to another classroom with a note requesting that they sit quietly for a specified time,
- instructing the student to go to a designated 'safe place' in the grounds (during recess/ lunch times),
- sending a note to the office, requesting help with a particular situation,
- withdrawing a student when they are at risk of hurting themselves or others: and
- calling parents to collect the student when necessary.
- A behaviour Incident form is required to be completed in the case of a serious behaviour incident.

3.2 Later responses on the same day may include:

- a teacher spending time with a student in a break time to practise appropriate behaviour and/or verbally reflect on the inappropriate behaviour,
- providing the student with an opportunity to reflect on their behaviour via a feedback form,
- providing a safe environment separate from the class (e.g. the other classroom or office) in which the student can undertake work set by the teacher,
- holding a meeting between the student and the Class Teacher and/or Principal for follow-up discussion and problem solving – using a 'no blame' approach guided by the Restorative approach outlined below,
- In addition to the above if the behaviour is classified as level 2 according to our behaviour response procedure, a behaviour report is required and signed by the Class Teacher and Principal.
- When two or more reports for the same behaviour are issued, hold a meeting between the Class Teacher, parent, (student if in Class 2 or above) and Principal for follow-up discussion and problem solving – using a 'no blame' approach guided by the Restorative approach outlined below.
- If a third behaviour report of the same behaviour is submitted a meeting with the Class Teacher, Principal and parents is required to develop a behaviour contract. The behaviour contract identifying appropriate behaviours and what the school will do to support the student in learning/demonstrating those. It is to be signed by the student, parent, Class Teacher and Principal.
- In the case of violent or aggressive behaviour, including bullying or harassment, the student may be suspended for up to 10 school days. Suspension may also result from interfering with the rights of other students to learn, and of teachers to teach.

Additional responses on subsequent days may include:

- for young children, telling a therapeutic story to the class over a number of days
- meeting with parents to highlight the difficulties being experienced by the student and the impact of their behaviour on others with concrete examples
- meeting with a bully/perpetrator and bystanders, to debrief using a restorative approach
- modifying the Individual Education plan, in consultation with teachers, parents and student
- Class Teacher and Principal to collaboratively develop a behaviour Contract. The behaviour contract identifies the appropriate behaviours and what the school will do to support the student in learning/demonstrating those, and it is to be signed by all parties.
- In the case of violent or aggressive behaviour, including bullying or harassment, the student may be suspended for up to 10 school days. Suspension may also result from interfering with the rights of other students to learn, and of teachers to teach.
- during a suspension, negotiating a student development plan, to include a statement of behavioural goals and a process for monitoring achievement of these, and consequences for choosing inappropriate behaviours in future
- Expulsion: the enrolment acceptance agreement signed by parent's states that they accept all policies and procedures including this one. The School may, at its discretion, cancel the enrolment of any student who, in the opinion of the College of Teachers, places the good order of the school in jeopardy.

DOCUMENTATION

Whenever a student's behaviour impacts adversely on others, parents must be informed either verbally or via an incident report on the day of the incident. If a verbal report is given, relevant details of the incident must be recorded by the teacher and kept in the student's file. If an incident report is given or sent to the parent, a copy must be kept on the student's file.

Written records must be kept of all meetings with students held to follow up/respond to behaviour incidents. Where a student has required first aid, this must also be documented and kept on file.

Attendance records and Behaviour Management records must be reviewed by the College of Teachers at least twice per term, to ensure that patterns of poor behaviour are identified and addressed.

END

APPENDIX - RESTORATIVE APPROACH

A Restorative approach aims for outcomes such as ‘people doing the right thing most of the time, people who are thoughtful about the impact of their own behaviour on others, people who take responsibility for their actions and the development of a sense of community and connectedness.’ (M. Thorsborne and D. Vinegrad)

The restorative approach supports procedural fairness, enables the engagement of witnesses to an incident in a fair and respectful manner, provides all participants with the opportunity to respond to allegations or accusations and predicated the removal of bias from a teacher or adult who may be facilitating the discussion or adjudicating an incident.

The Principles of Restorative Practice:

- ✚ foster awareness
- ✚ avoid scolding or lecturing
- ✚ involve offenders actively
- ✚ accept ambiguity
- ✚ separate deed from the doer
- ✚ see every instance of wrong-doing and conflict as an opportunity for learning (Watchel and McCold)

Restorative practices are based on the beliefs that:

- ✚ those involved are best placed to resolve a conflict or problem
- ✚ imposed solutions are less effective, less educative and less likely to be honoured (JLD Restorative Practices)

What does restorative practice look like in action?

To achieve the fair process required we must be:

- ✚ respectful of all parties
- ✚ listen actively to all parties
- ✚ ask the right questions

Questions to ask when things go wrong:

There are three phases to questioning:

1. **Past or storytelling phase**, where each party gets to tell their side of the story without judgment.
 - What happened? (Sometimes – What happened before that?)
 - What were you thinking at the time?
2. **Present or reflection phase**, where each party has the opportunity to consider the impact on others.
 - What have you thought about since?
 - Who has/how have you been affected by what you have done/experienced? In what way?
3. **Future or reparation phase**, where each party is given the chance to either heal harm done or forgive.
 - What do you think you need to do/ need to make things right?