

Social Health and Well-Being Policy: Behaviour Management

Policy Number:	105	
Status:	Approved	
Applies to:	All staff in their duty of care to students	
Scope:	All student behaviour	
Supersedes:	Previous Behaviour Management Policy	
Authorised by:	Director	Date of Authorisation: 1/11/16
Review:	Annually	Next Review Date: one year from date of effect
Policy Owner:	Director	

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PURPOSE This Policy outlines the School’s approach to behaviour management and overall student health and well being, including guidelines to support and manage student behaviour.

This Policy is based on an Anthroposophical understanding of child development, with which staff strive to form and maintain an orderly, safe and caring school environment that promotes healthy social and emotional development (see Appendix 1). The School environment is one in which students can experiment, connect, make mistakes, grow, develop, and learn to be strong, ethical individuals who have the capacity to productively contribute within the school and wider community context.

DEFINITIONS SLT: Senior Leadership Team
EA: Education Administrator
HS: High School
PS: Primary School
EC: Early Childhood

WHEN IT APPLIES This policy applies at all times when students are under the duty of care of a staff member, in attendance at the School or are on School-related excursions or camps.

PRINCIPLES **There are appropriate boundaries that are consistently applied**

- It is the teachers’ responsibility, both collectively and individually, to set and maintain boundaries in ways that are appropriate to the developmental stage and inherent capacities of the young person.
- This will mean that boundaries and standards will differ across the school from Early Childhood through to High School.
- These commonly held boundaries should be openly discussed at College and Faculty meetings and must be consistently applied.

It is acknowledged that students test boundaries

- Students will test the `boundaries` of behaviour and this is important for their growth.

A healthy student-teacher relationship is critical

- The primary guiding thought regarding the question of discipline is that it is best dealt with pedagogically and that a healthy student/teacher relationship is the most important factor for successfully managing difficulties: Connection before Correction.

Cooperation and collaboration assists to resolve issues

- It is important for teachers, parents and students to work cooperatively to resolve individual behaviour issues.

POLICY

The teacher responsible for the care and management of the students at the time of an incident or difficulty occurring is afforded discretionary power to deal with the situation or behaviour in a way that they deem to be most appropriate for that child and specific circumstance as long as action taken is in accordance with this Policy and has regard for the following considerations and exclusions:

- Corporal or physical punishment of any kind is not permitted
- Bullying is to be dealt with under the Anti-Bullying Policy and bullying behaviour is not covered under this Policy.
- Any behaviour that causes physical harm to another student or damage to personal or school property must be reported to the EA and documented in an incident report. This information must also be copied to the Director.
- Any behaviour that amounts to harm as referred to in the school's Child Protection Policy must be dealt with under the Child Protection Policy.
- Ongoing behaviour issues of a student are to be reported to and discussed with the EA.

It is recognised that the Class Teacher/Guardian, due to their close relationship with students, is usually best placed to know what is needed to support an individual student when disciplinary or social issues arise. This Policy and the strategies contained within the appendices aim to respect the individual teacher's freedom to approach disciplinary issues within their class according to their understanding of individual students and their needs, whilst providing a broad view of the expectations and values that are to be held consistently across the school community.

REVIEW OF POLICY

A review of this policy will be carried out initially after 6-months, and then on an annual basis, to assess effectiveness and applicability.

ACCOUNTABILITIES

All staff are required to understand and apply the Principles contained within this Policy and the accompanying appendices, and support the implementation of the Policy across the School through their words and actions at all times.

ADMINISTRATION

Incident reports must be completed by the teacher and provided to the EA within 24

hours of the occurrence of an incident that requires reporting.

The teacher or EA will contact parents of all students involved in an incident recorded in an incident report within 24 hours of the EA receiving that incident report.

CONTACT

EAs, Director

LINKED POLICIES OR DOCUMENTS

SVSS Anti-Bullying Policy
SVSS Child Protection Policy

APPENDICES

- Appendix 1 – Implementation: Underlying Anthroposophical Approach
- Appendix 2 – Implementation Guidelines and Procedures

QUESTIONS

At what point should I involve the EA (or others such as admin staff) in managing an incident or behaviour?

It is primarily the role of the Class or subject Teacher to manage the class, including individual behaviour within that class. As a matter of course, students should not be sent to the EA or to Administration (HS or PS) for misbehaviour. This transfers the issue to someone else and sometimes does not help to resolve it. The EA is available for support with student issues where they can't be dealt with in the moment by the Class Teacher.

It is not appropriate for front office and other administration staff to be given the responsibility of managing a student behaviour incident or supervising students that have been sent from Class.

If I am unsure of how to deal with a student management situation where can I seek help?

In the first instance you should discuss the situation with your Mentor or Collegial Partner. You may request to bring a concern to the Faculty meeting for group discussion or alternatively you may discuss any issues or questions directly with your EA.

What should I do if I am unsure if an incident or behaviour is reportable?

Discuss the details of the incident with your EA and they will advise you with regards to reporting requirements.

Is there a standard form for incident reports or can I just submit my notes about a situation or incident?

Incident reports should be made directly into TASS as an entry in the Pastoral Care tab. Any extra information, or notes from other witnesses, should be recorded in note form and scanned and attached to the TASS entry. The EA should be alerted via email that an incident report has been entered on a student's file.

When should I contact parents regarding a student management issue?

Parents should be consulted and informed when a behaviour is extreme or out of character, when the behaviour results in physical harm to another child, damage to school or personal property or when a difficult behaviour is ongoing. The school has a “no surprises” policy with regards to end of semester student reporting and as such any behaviour that would be mentioned in the student progress report should be discussed with parents prior to report time.

What should I do if I disagree with the way a colleague has handled a student management issue or situation?

In the first instance you should discuss your position with the colleague involved. If the concern is not resolved you should discuss the situation with your EA.

What should I do if I witness a behavioural intervention that contravenes this policy?

If the student is distressed or at risk, you should intervene. Do so without entering into discussion about the issue in front of the student. You should ask the student to accompany you to the office. You should report any such situation immediately to the EA.

If there is no immediate risk to the student you should report the situation to your EA.

APPENDIX 1

IMPLEMENTATION: Underlying Anthroposophical Approach

For children to develop in a healthy way there needs to be a steady and progressive movement of authority from outer to inner. The aim of our approach to student health and well-being is to support the development of a strong, inner moral compass in all students that allows them to make ethical behavioural choices as adults.

There is initially, with very young children, a need for constant and consistent positive and gentle guidance from adults who are steeped in personal discipline. Gradually we begin to expect children to develop self-discipline and to take more responsibility for their behaviour and actions. Teachers support this process and movement by using specific behaviour management techniques at different stages of children's development. Teachers work to support each individual's development towards their full potential by helping free the student from encumbrances; by challenging and stimulating them and by offering the resistance that they need in order to grow independent and inwardly sturdy and strong. Students learn social skills in different ways at different ages. Their individual level of skill will depend on their experience, environment and developmental maturity and the teacher's response to inappropriate behaviour needs to reflect this and be differentiated accordingly.

All teachers and staff should understand that compliance can be driven by 3 attitudes:

1. Fear. Punishment-based models of behaviour management are grounded in fear and the intention to put pressure on to "contain" or make the individual feel smaller than they are.
2. Ambition. Praise and reward based models of behaviour management rely on ambition and seek to "inflate" or make the individual feel bigger than they are.
3. Love. Relationship based models of behaviour management rely on the cultivation of natural enthusiasm and positive feeling through authentic interaction and unconditional acceptance.

At SVSS we consciously seek to work largely out of the third model. The teacher-student relationship is vitally important.

In addition to the Principles outlined above, the following also apply:

- Children are spiritual beings and are inherently good. It is vital that the teachers are engaged in regular meditative practice to support their work and connection with the students' higher selves.
- Rarely do young children consciously "choose" to misbehave; children behave well when they can. It is the teacher's work to determine what is hindering them from being co-operative, productive members of the group and work to remove those hindrances.
- All behaviour is a form of communication.
- It is important for teachers, parents and students to work cooperatively to resolve individual behaviour issues.

APPENDIX 2

IMPLEMENTATION: Guidelines and Procedures

This Appendix has 3 sections relating to specific areas of the school i.e. early childhood, Primary School and High School. These guidelines and principles have been developed by the faculties to help guide practice. They are subject to review and development at all times.

Early Childhood

We strive to understand the nature of the young child and create a program that provides the security of a daily rhythm, an ordered environment and an appropriate balance of activities. These fundamental principles assist in promoting positive behaviour.

When issues or difficulties arise, creative strategies are used to redirect the children, e.g. time spent helping one of the adults, until they are ready to rejoin the group. Teachers reinforce ways of resolving issues among children by modelling positive examples of expected behaviour. Children are offered alternative activities when engaged in disruptive play.

If difficulties persist, a teacher will request an interview with the parents. Together the adults can then re assess the situation to find ways for the child to express them-selves in more socially appropriate ways.

Most importantly, good communication amongst adults is the most helpful approach for the children during these formative years. Parents can also be of assistance by sharing with their child's teacher any changes at home (e.g. moving house, pet has died) that may result in unusual behaviour by their child. In cases of on-going extreme, disruptive behaviour, parents may be requested to collect their child from school and further behaviour support strategies may be devised and implemented.

Primary School

Key principles of Behaviour Management in the Primary School

Our school's endeavour is to be a community which embraces and incorporates the behaviour issues that arise into our curriculum and actively work with them. The goal is to allow the students to experience the impact of their actions on their relationships with other people and the outer world, and for all to learn from the experience. As a school community, we strive to work collaboratively to develop rules that we can all live by. When infractions occur, we prefer to devise solutions that take into account the soul needs of the individuals concerned, and promote their growth.

1. Every student has a right to uninterrupted learning, play and social interaction at this school, which means that no student has the right to disrupt the learning, play or social interaction of others.
2. Confidence is to be encouraged throughout the learning process; as such confidence is essential for effective learning to occur. It follows from this that teachers emphasise encouragement and avoid 'put-downs' and sarcasm in their relations with students.

3. Each teacher is responsible for the decisions made in the organisation of students in his/her care. Consequently, the teacher is 'in charge', and students have no right to defy decisions, especially in regard to safety. At the appropriate time, students have the right to question the fairness of a decision and be heard, but not necessarily at the point of its implementation.
4. Some classroom behaviour problems are prevented or limited by effective teaching preparation such as ensuring variety in presentation, providing appropriate levels of work, accommodating individual learning rates, maintaining reasonable consistency in applying discipline measures, learning students' names and in general by acting in ways which have always been and which continue to be consistent with the best teaching practice.
5. Student misbehaviour occurs for different motives: the most common being unresolved issues with parents, attention seeking, revenge, a struggle for popularity, power and/or control, and/or a display of inadequacy. These different motives, once recognised, require different discipline strategies.
6. The eventual aim is always for students to develop and take responsibility for their own learning and behaviour in the school situation. Consequently, the discipline system is not expressed as a complete set of rules with consequences for breaking those rules. Instead, we expect and encourage students to act appropriately in all situations regardless of whether specific rules apply.
7. Samford Valley Steiner School does not attempt to have a stipulated set of punishments for specified offences. Instead, the school treats each student and each set of circumstances on their individual merits, and, in considering disciplinary matters, reserves the right to take into account the student's past record, personal circumstances, degree of understanding and awareness of the nature of the offence, efforts at restitution, and other mitigating or aggravating factors. In short, a "case-by-case basis" is adopted.

If a student is consistently struggling to modify their behaviour in a positive way, the faculty will work to understand and develop a response for that individual, and together with parents will negotiate and support steps towards constructive change.

Our goal is always to achieve a healthy and productive working community characterised by trust in individuals' inherent goodness, a shared sense of responsibility, and good will.

High School

Our school's endeavour is to be a community which embraces and incorporates the behaviour issues that arise into our curriculum and actively work with them. The goal is to allow the students to experience the impact of their actions on their relationships with other people and the outer world, and for all to learn from the experience. As a school community, we strive to work collaboratively to develop rules that we can all live by. When infractions occur, we prefer to devise solutions that take into account the soul needs of the individuals concerned, and promote their growth.

We encourage individuals to self-regulate their behaviour but we recognise that as adolescents they will occasionally need support in this.

Non-negotiable High School Rules

The following attract non-negotiable consequences:

1. Students found in possession of or using alcohol, tobacco or drugs will face suspension with re-entry dependent on a restorative process.
2. Any electronic devices (other than those provided by the school) must be kept in students' school bags and turned off. Items found not in school bags during school hours will be confiscated. No electronic devices are permitted on camps.

General High School Rules

The purpose of these rules is to promote and maintain a healthy, productive work and social environment

- a. **Attendance** - It is compulsory for all enrolled students to attend their lessons. Medical absences need a medical certificate. Other absences need explanation from parents. Repeated absences will attract consequences.
- b. **Dress Code** - Adherence to the dress code is required. The purpose of the dress code is threefold: to protect the students in our bushland environment; to meet workplace health and safety requirements; and to ensure students are dressed in clothing suitable for work. Appropriate clothing may be available for loan at the office when needed.
- c. **Anti-Bullying Policy** - Students found engaging in behaviour identified as bullying will be required to participate in a restorative program tailored to fit the situation.
- d. **Homework** - Students are expected to complete homework that is assigned by their teacher. Any questions regarding submission must be discussed with the relevant teacher. Repeated failure to submit will attract consequences.
- e. **Main Lesson Deadlines** - Students are expected to submit work by due dates. Requests for late submission must be discussed with the relevant teacher PRIOR to deadline, and may require supporting documentation. Failure to submit will attract consequences.
- f. **In the classroom** - Individual teachers negotiate expectations for their classes and sometimes even for individual students.
- g. **In breaks** - Hats and shoes must be worn outdoors, and shoulders must be covered for sun protection.

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