



BEHAVIOUR MANAGEMENT POLICY

**And
Procedures
(Including Bullying & Cyber Bullying)**

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A Verse for Teachers

*Into my will
Let there pour strength
Into my feeling
Let there flow warmth
Into my thinking
Let there shine light
That I might nurture
This child
With enlightened purpose
Caring with heart's love
And bringing wisdom
Into all things*

Rudolf Steiner

INTRODUCTION

Ballarat Steiner School and Kindergarten is committed to the personal growth of its students by providing the opportunity to develop self-discipline and positive behaviours in a caring, supportive and nurturing environment.

A positive school community, in which children and young people feel connected and safe, is the best environment for learning. We strive to maintain a culture of respect, cooperation and individual achievement in harmony with community understanding. These values are important for the healthy development of the students and how they live in the school, and include:

- Respect;
- Cooperation;
- Self discipline;
- Self achievement.

RATIONALE

Our school's approach to student behaviour management is primarily an educative one. That is, the fundamental aim of the behaviour management philosophy and practice is for students to learn to be responsible for themselves and their actions and to make genuine, positive contributions to their / our school community.

A Restorative Practices approach reflects the central value our school community places on relationships among students, between teachers and students and teachers and parents.

A restorative approach sees conflict or wrong-doing as an opportunity for students to learn about the consequences of their actions, to develop empathy with others and to seek to make amends in such a way as to strengthen the community bonds that may have been damaged.

A restorative approach values the person while challenging negative behaviour. Valuing both a strong sense of community and right behaviour within our school, students are called to high standards of personal behaviour and are challenged when these expectations are not met.

Behaviour management in our classes and the school ground involves the following five key factors:

- (i) All disciplinary actions must be at their very heart, educative – and designed to lead the child upward in their development.
- (ii) Using a restorative practices approach, teachers will always attempt to bring clearly to the student's consciousness the nature of the misdeed they have enacted and why it must be redeemed. Practically this implies that students already have a clear understanding of what is, and is not, deemed acceptable behaviour at school. Classroom or school rules should be clearly stated at regular intervals. In their essence school and classroom rules will all reflect the single underlying expectation that you should on all occasions *treat others only as you would like others to treat you*.
- (iii) Through this we wish to uphold essential human dignity and help to cultivate a growing sense in the child that they should never allow themselves to be treated thoughtlessly or without respect by another human being. Furthermore we extend respect and care to our living and non-living environment.
- (iv) We will not codify punishments but rather always strive to make the atonement fit the nature of the misdeed. Furthermore the connection between atonement and misdeed will also be brought to the child's consciousness.
- (v) Every teacher, including specialists, will develop their own Class Management Plan.

The Class Management Plan will indicate the points at which parents will be involved and will also reflect the school's values and policies on the following issues including:

- > Classroom rules
- > Attendance
- > Punctuality
- > Care of property and environment
- > Care of themselves and each other
- > Abusive Language and putdowns.

These are to be submitted and discussed at the College of Teachers meetings each school year.

Corporal Punishment will never be accepted, allowed or tolerated at Ballarat Steiner School and Kindergarten.

PROCEDURES FOR MANAGING BEHAVIOUR

Incidents of challenging behaviour essentially fall into the following cases (although there is often an overlap):

- ❖ Isolated incidents;
- ❖ Ongoing or persistent unacceptable behaviour;
- ❖ Violent or aggressive behaviour;
- ❖ Bullying.

Individual Education Plans may be written at Student Support Group meetings in collaboration with families and external professionals to support students with identified behavioural and learning needs.

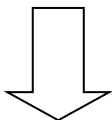
Isolated incidents

1. Isolated incidents are those in which a child exhibits inappropriate behaviour of a serious nature.

This includes:

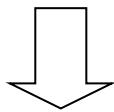
- Not following school rules or behaviour guidelines set down by the teachers.
- Going out of the school boundary.
- Refusing to respond to the school bell.
- Being noncompliant to teacher instructions
- Putting themselves or others at risk.

These will be dealt with by the class teacher, and in consultation with the Head of School, may result in an immediate formal or informal suspension, depending on the seriousness of the incident and age of the student. Parents will be asked to pick up the child and they will remain at home until such time as an interview can be arranged with the parents/guardians and class teacher to discuss the matter. Ideally on the same day.



2. The class and specialist teachers are expected to respond to one off or isolated incidents of unacceptable behaviour with the processes set down in their **Class Management Plan**. At the discretion of the teacher a **Serious Incident Report** may be made and in the case of specialist teachers a copy of this report should be given to the class teacher and Head of School.

NB: If two reports are made within a month a formal meeting will be called with the class teacher and procedural steps 2 – 8 for Ongoing Unacceptable Behaviour will be followed.



3. The student may be asked to complete a Personal Response Sheet or Thinking About My Behaviour form in order to:
 - Reflect on what occurred.
 - Reflect on what rule was broken.
 - Give an explanation, i.e. their side of the story.
 - State what needs to happen to heal the situation.

[See below 'Thinking About My Behaviour' form ~ adapted from Dr, Bill Rogers.]

Procedures for Teachers on Yard Duty

- a. At the teacher's discretion minor incidents may be reported verbally to the class teacher.
- b. Serious incidents will be recorded as **Serious Incident Reports** in the Incident, Injury and Trauma Record which will be located in the HOS's office, and a copy given to the class teacher. Yard duty teachers may follow up with timeout in a reduced play area such as sitting on the veranda. This will provide an opportunity for the student to:
 - Reflect on what occurred;
 - Reflect on what rule was broken;
 - Give an explanation, i.e. their side of the story;
 - State what needs to happen to heal the situation;
 - Informing the class teacher of the incident that has taken place.

[See below 'Thinking About My Behaviour' form adapted from Dr, Bill Rogers]

NB: If two reports are made within a month a formal meeting will be called with the class teacher and procedural steps 2 – 8 for Ongoing Unacceptable Behaviour will be followed.

Ongoing Unacceptable Behaviour

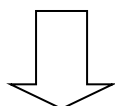
NOTE: Some cases of ongoing unacceptable behaviour are considered to be bullying. If the behaviour in question includes the following element "*It is repeated oppression, psychological or physical abuse of one person by another person*" refer to the Bullying section of this policy.

The following procedural steps will only need to be followed in instances where a student's behaviour is of continual concern to the class teacher and when all aspects of the Class Management Plan have been implemented.

Procedures for Class Teachers:

The class teacher will, in the first instance, have responded to the incident by working with the student in a remedial, therapeutic or disciplinary manner, depending on the individual or the behaviour, according to the processes set out in their Class Management Plan.

1. At this stage the class teacher will share all information with the HOS, who will assist in resolving the matter.

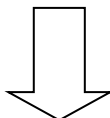


2. If the behaviour continues, the class teacher arranges a formal meeting with the parents to inform them of the concerns and to establish ways of working together.

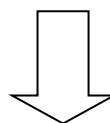
This may include:

- Reducing play areas at recess & lunchtime.
- Spending recesses and lunchtime in the company of the Yard duty teachers.
- Reducing the school day/week and incrementally increasing as behaviour improves.

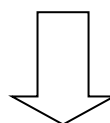
3. With the knowledge of the parents the class teachers may also institute the use of a Behaviour Management Plan which may include a Behaviour Record Book for the student and all teachers, including specialists and, if relevant, duty teachers, who will be asked to report on behaviour during lessons and at play time.



4. Write up an IEP level 2 Social/Behavioural Cognitive, monitor and review, recommend for external assessment if necessary

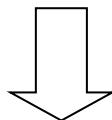


5. Place the child on a Behaviour Contract - being an explicit statement of the expectations of behaviour in accordance with the ordinary behaviour expectations of all students at the school.

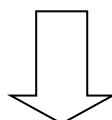


6. After a predetermined period of time, the Behaviour Record Book and adherence to the contract will be evaluated by the teacher and, if

appropriate, also with the child and the parent or guardian. During this period a very positive change needs to be observed by all teachers.



7. If sufficient positive change does not occur or if the contract is broken a discussion will be required with the parent/s and if appropriate, with the child, to determine the conditions for the child's ongoing enrolment. Such conditions will need to be established with full support of the parent/s. For children with additional needs, specific targets will be negotiated in a Student Support group meeting in collaboration with our Learning Support Team and the child's parents/guardians.



8. In some cases where there has not been sufficient improvement a suspension would be considered appropriate. Should this occur:
 - The student should be informed that the purpose of the suspension is to give them an opportunity to reflect on whether or not they want to remain enrolled at the school and what the conditions for this will be.
 - They should be given some appropriate work by the class teacher, to complete during the time.
 - At the end of the suspension period a discussion will be required with the parent/s, and the student, to determine the conditions for the child's ongoing enrolment.
 - Such conditions will need to be established with the full support of the parent/s. Where this is lacking:
 - Parents may be advised to seriously give consideration as to whether this is the appropriate school for their children.
 - The Head of School reserves the right to review and terminate the enrolment of the student in question as outlined in our Enrolment Policy.

On the advice of the class teacher, other staff may be asked to be involved in discussions with children and parents.

NOTE: When dealing with a child exhibiting such behaviour it is essential that the class teacher initiates and maintains regular contact with the parent/s and keeps good documentary evidence of all behaviours and communications. These may be in the form of Serious Incident Reports, Student Behaviour Reports and diary

entries, as well as the student's own reflections as contained in Personal Response Sheets or Thinking About My Behaviour Sheets.

Procedures for Specialist Teachers:

1. The specialist teacher will, in the first instance, have responded to the incident(s) by working with the student(s) in a remedial, therapeutic or disciplinary manner, depending on the individual or the behaviour, according to the processes set out in their Class Management Plan.
2. If the behaviour continues the specialist teacher should make a **Student Behaviour Report** and hand it to the class teacher.

NB: If two reports are made within a month a formal meeting will be called with the class teacher and procedural steps 2 – 8 for Ongoing Unacceptable Behaviour will be followed.

3. If the behaviour still continues the specialist teacher should make a Serious Incident Report and give a copy to the class teacher to follow up and determine the level of intervention required as per steps 2 – 8 above.
4. This follow-up should be recorded with any Serious Incident Reports, the specialist teacher should be informed of this and a copy given to the Behaviour Manager who will forward to the Educational Director to be filed. This may be accompanied by a Personal Response Sheet for senior students or Thinking About My Behaviour form in the case of junior students.

Violent or Aggressive Behaviour

All forms of violent behaviour, including habitual bullying, will not be condoned. In the case of pre-meditated or extreme violence an immediate suspension may apply.

Otherwise the following procedures will apply:

1. A Serious Incident Report will be made by the teacher on duty. If another teacher or children observe an incident, a report is made to the teacher on duty in the following proforma. (See below) A copy must be given to the class teacher.
2. The class teacher and/or two teachers from the College will interview all parties involved and any witnesses to the event as quickly as possible.
3. Contact and inform the parents/guardians of the incident.
4. Make a report to the Head of School. The report should be specific about the response that is required. In all cases this must include a letter to the parents describing the incident and the required responses.

5. Depending on the severity of the incident the student may be immediately suspended. Should this occur, the student should be informed that the purpose of the suspension is to give them an opportunity to reflect on whether or not they want to remain enrolled at the school and what the conditions for this will be.
6. They should be given some appropriate work by the class teacher to complete during the time; and
7. Prior to returning to school a discussion will be required with the parent/s, and the student, to determine the conditions for the child's ongoing enrolment;
8. Any further aggressive or violent behaviour will result in an application of the Bullying Policy.

Such conditions will need to be established with the full support of the parent/s. Where this is lacking:

- (i) Parents may be advised to seriously give consideration as to whether this is the appropriate school for their children;
- (ii) The Head of School reserves the right to review and terminate the enrolment of the student in question.

On the advice of the class teacher, other staff may be asked to mediate in any situation.

Interpersonal Conflicts

Students sometimes require support managing interpersonal peer to peer relationships both within classes and across the school. Particularly when this has reached the point where it is impacting on the learning and / or attendance of one or more of the parties involved.

A restorative, no blame approach meeting / conversation will be facilitated between the students and their teacher and if necessary or by request, the Head of School. The conversation will involve the following:

1. Meet with those directly involved.
2. All sit in a circle, and there is one rule - to listen.
3. The students are asked to speak about what they are finding hard / challenging.
4. Students speak one at a time, the student who is hurting is asked to begin.
5. What the student says is reflected back to them, and they are asked if it has been understood correctly. The slowing down of the communication gives much time for reflection.
6. Each is given a chance to speak and be heard.

7. Once all have spoken, the question is asked as to what they would like to happen moving forward - this often happens naturally after the careful listening.
8. All meet again a week or so later to touch base on how everyone is going. This can happen as many times as is needed to monitor the situation and support the participants to feel confident that the concern has been addressed in a lasting way.

Bullying Policy for Students

Rationale, Purpose and Definition

This policy refers specifically to students. For situations involving staff and/or parents refer to the Bullying Policy for Adults.

Definition of Bullying

This is a new nationally agreed definition of bullying which all Australian schools now use:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/what.aspx>

Bullying and various forms of intimidation are unacceptable behaviour and will be taken seriously. All forms of bullying are considered serious as it can damage self-esteem and form a barrier to effective teaching and learning.

The Ballarat Steiner School is committed to ensuring that all staff and students are able to work and learn in a safe environment, free from harassment and bullying.

Our aim is to reduce bullying across the school and to ensure recognised procedures and strategies are implemented so that they work towards eliminating bullying, violence and unmanaged anger.

Similarly, as when dealing other challenging behaviours, it is the behaviour, in this instance “bullying behaviour” that is being exhibited, rather than the student being labelled as a bully.

Bullying always involves some or all of the following:

- ◆ A desire to hurt, i.e. is intentional;
- ◆ A hurtful action;
- ◆ A power imbalance;
- ◆ Repetition;
- ◆ An unjust use of power;
- ◆ A sense of being oppressed on the part of the victim.

Without limiting the preceding definitions, bullying may take any of the following forms:

1. Intimidation: This is any threat, verbal or physical action that frightens another. It includes:
 - **Physical:** hitting, pushing and shoving, hair pulling;
 - **Psychological: Verbal** – social banter, insults, name calling, teasing, threatening.
Non verbal – nasty body language, offensive gestures.
 - **Indirect:** rumour-spreading, hurtful gossip, exclusion, social manipulation.
 - **On line:** through social media, texting, emails, etc.
2. Racial harassment: This is behaviour of an offensive nature towards another which occurs by reason of the race, colour, ethnic or national origin of the other.
3. Gender harassment.
4. Sexual harassment or abuse: This behaviour which is construed by the recipient as unwelcome or offensive and is either repeated or of a significant nature:
 - (a) use of words (either written or spoken) of a sexual nature;
 - (b) physical behaviour of a sexual nature.
5. Cyber Bullying: Includes the use of electronic media to slander, defame, spread rumors, tease, provide unwanted attention, harass and cause discomfort. Often there is potential for such electronic communication to be spread widely, and a permanent record of the bullying is likely to exist. Under certain circumstances (such as harassment and making threats) cyber bullying is a criminal activity and is illegal. Police around Australia work together to reduce this type of crime and there are serious consequences if people participate in such activities.

Ballarat Steiner School and Kindergarten is committed to providing everyone in our School with a working and learning environment free from unfair, unwarranted harassment. The school will provide an environment where the physical, emotional, moral and educational health and well-being of students are fostered above all else.

Given that the word bullying has such powerfully emotive currency at it is important to also clarify what bullying is not. The following is from the Victorian Education website given above.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation
- **single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- **social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Procedures

Bullying and harassment are not only school disciplinary matters but are illegal under Victorian and Commonwealth legislation. So is victimisation of those who report bullying.

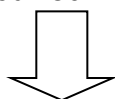
Bullying and harassment can occur wherever people work or play together. Sometimes people do not realise that their behaviour can be harmful and unfair to others, and also against the law. In all cases of bullying:

1. Every effort will be made to support students who are the victims of bullying.
2. Every effort will be made to work with the student who is the perpetrator of bullying.

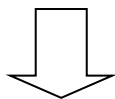
The school acknowledges that bullying and harassment can occur and students will be encouraged to report each incident to the school and their parents. Students alerting adults to acts of bullying will be protected from victimisation. All parties involved in a complaint of bullying will be treated fairly with the complaint resolved as quickly as possible. The parents or caregivers of students involved will be contacted and informed of the incident. Monitoring and follow-up will take place to ensure the bullying ceases.

Methods Used in the School to Address Bullying:

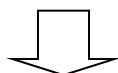
1. If bullying is found to have taken place then, at least two members of the College of Teachers, Head of School & Class Teacher, will talk with the child/children involved either separately or as a group. Specific (and sometimes very detailed) questioning about any background or history to the incident may be asked. These include questions about previous incidents or the relationship with the alleged bully and whether any possible provocation or misunderstanding has occurred.



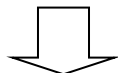
2. The person who claims to have been bullied will be interviewed and may be asked to give an account of the problem orally or in writing. As soon as possible the accused person will be seen and informed of the allegation. The person will provide his or her version of the events. Specifically, he or she will be asked to comment on whether the allegation is true. Other relevant questions may also be asked.



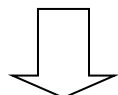
3. If it is clear that bullying or harassment has occurred, a letter will then be sent to all involved informing them of the details of the incident and what the process has been up to that point and a full and detailed record will be kept of all reports, meetings, interviews and strategies a copy of which will be filed by the Head of School



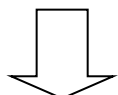
4. The students involved will be advised of the findings.



5. The person accused will be taken through the events and the inappropriateness of harassing behaviour will be fully explained. Responses, such as “I was only joking” or “He’s too sensitive” and the like will be explained as unacceptable. The expected-for future behaviour will also be set out.



6. At this point resolution will normally occur, with both parties understanding how they must act appropriately in the future.



7. The student involved in the harassment will be seen regularly over the next few weeks and periodically after this to determine whether the bullying behaviour has ceased.

If the bullying behaviour does not recur, the matter will end.

Repeat events

The school will only work with the child regarding bullying in two instances. Upon a second incident taking place a request will be made to the parents of the child informing them of the two instances and requesting them to attend a meeting with the Head of School and the class teacher to discuss strategies. These would require the full support of the parent/s. At this meeting the parents will be informed that should this be unresolved to the satisfaction of the Head of School and the class teacher the potential consequence is a suspension from the school and that a third repetition may result in an immediate indefinite suspension depending on the circumstances.

Cyber bullying

Cyber bullying is direct or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

Cyber bullying can be perpetrated at any time of the day of the week. A student who acts in a manner that threatens the safety or wellbeing of a student or member of staff, or another person associated with the school can be suspended by the Head of School if deemed necessary after consideration of specific facts and events that have been established with those who are involved. Parental involvement is important throughout this entire process. These regulations do not preclude an event that occurs outside of school hours or off site.

Additional examples of cyber bullying include episodes of writing abusive emails, SMS, creation of sites with a deleterious impact on individual or organisation, creating a demeaning alias to target individual, social networking site or notes.

Suspension and expulsion

When there are circumstances that do not improve despite discussion and communication taking place with the child and their parents/guardians, a suspension, and then expulsion, may occur. Serious incidents may also result in an immediate suspension. At Ballarat Steiner School we are committed to discussing concerns with parents and guardians regarding challenging behaviour and want to support a process that takes into consideration the educational needs of the child, the age of the child and the personal circumstances of the child. The Head of School is the designated person with the authority to suspend or expel a child on these grounds.

Should a suspension occur:

1. The student and parents should be informed that the purpose of the suspension is to give the child an opportunity to reflect on whether or not they want to remain enrolled at the school and what the conditions for this will be.
2. They should be given some appropriate work to complete during the time, if applicable.
3. A discussion will be required with the parent/s, and the student, to determine the conditions for the child's ongoing enrolment that incorporates a return to school and learning plan to support a positive outcome upon the child's return.
4. The child's behaviour will be monitored regularly in the following months.

The College of Teachers may offer the family of the student involved assistance with seeking appropriate support.

If the concerning behaviour/s continue despite these processes taking place an expulsion may be considered by the Head of School in consultation with the parents/guardians, Class Teacher and College of Teachers (if applicable).

A record of children that have been suspended or expelled will be kept at the front office and will be locked in the Administration cabinet for confidentiality and privacy reasons. This record will be monitored by the Head of School and College of Teachers.

The staff will continue to acknowledge positive behaviour in assemblies, in the classroom and in the playground.

Education and Training

The staff, students and parent community will be informed about issues around prevention of harassment and bullying.

The classroom welfare and management program builds pupils' confidence, develops their self-esteem and enable pupils to assert themselves positively. Incursions in the form of speakers are also invited to the school. Cyber bullying is addressed as part of the ICT program and speakers (including Police Liaison officers) are invited to address the students in classes 5 & 6.

Speakers are also invited to address parents.

Methods used to address bullying will be shared with parents. Implementation may be through:

- Class parent/teacher evenings;
- School newsletter;
- Consultation with outside agencies.

Communication of this policy

All students will be clearly informed and regularly reminded of the content of this policy and that it is the expectation of the whole school community (teachers, parents and children) that it will be carried out. The most positive outcome for the children will happen when teachers and parents work together. This policy is also communicated through parent information sessions and at www.ballaratsteinerschool.com.au.

Attendance and Punctuality

The school considers that we need to reinforce attendance and punctuality in both students and teachers for the following reasons:

- We regard rhythm and form as essential to hygienic Steiner School pedagogy.
- It is very disruptive to the class and the rhythm of the lesson for students to come in after a lesson has started.
- Expectations of punctuality also encourage a healthy respect for work and study.

- The model of teachers who are punctual and responsible in their commitments will encourage students to develop self-responsibility in this area.

Teachers are on duty from 8.30 and students in classes one to six must be at school in the morning 10 minutes before the 9.00am start of classes..

Teachers will consistently follow up lateness and take action appropriate to the student and class level. Consistent lateness will be addressed initially by contacting the parents by sending home a pro-forma note if a child is habitually late. If the lateness continues, that is if a second pro-forma is required, a formal interview should be arranged. At this interview strategies to assist can be discussed but the parent/guardian needs to also be informed that continuation of the lack of punctuality will result in a formal process, involving other members of the College of Teachers, to discuss conditions for the child's continued enrolment.

Care of Property

We expect respect for and care of property and the school environment. This includes individual possessions, another's possessions and school property and equipment. In the classroom, this applies to schoolbooks, workbooks, desks, chairs, library books, crafts and classroom space itself. Students should also treat with respect anything belonging to another student or teacher. In the schoolyard, we need to care for the environment, especially taking care not to litter or damage property including all vegetation, trees and gardens.

Many of these issues will be more fully outlined by each teacher to their own class as part of classroom management and expectations. However, when a student consistently manifests behaviour that results in the damaging of class, school or another's property, then the above procedure will be entered into.

Also refer to the school's *Accidental, Non-Accidental and Intentional Damage to School Property* policy

Abusive Language

Class Management Plans should reflect 'zero tolerance' of abusive language and 'put downs' and students who continually resort to the use of abusive language, abusive gestures or 'put downs' will be immediately responded to with the procedure outlined above as either an isolated or ongoing incident and a Serious Incident Report will be made. It should be noted that there may be incidents where the use of abusive language can be considered as either *Violent and Aggressive* behaviour or *Bullying* as defined above.

REVIEW AND ASSESSMENT

If any parent has any serious concerns about any disciplinary action taken by any teacher they may approach the teacher with their concern or, if this proves unsatisfactory they may write to the Head of School.

All Ballarat Steiner School and Kindergarten Teachers and Staff are not permitted to use any form of corporal punishment. Such treatment of children and students is utterly at odds with our pedagogy, mission and core values.

Classroom Rules:

- As per teachers management plans



School Rules

The school rules are to be adhered to on school days, parent teacher days, at festivals and on working bee days whether they be weekends, weekdays or evenings.

Part of our school philosophy is a belief that a vital part of living on Earth is caring for others and for the Earth itself. We believe that this leads to peace and deep happiness.

Therefore, when students or teachers join our school we expect them to join in a community life where we respect and care

- ◆ for *ourselves*,
- ◆ for *each other* and
- ◆ for the *school environment*.

Our first intention is always to create a positive attitude to our work and play.

To achieve this we will always respect and obey the following School Rules.

- ◆ We speak respectfully to others and about ourselves. Bad language and put downs are not acceptable.
- ◆ We always respect the bell times. At the first bell we will finish our game and return to our class.

Clothing:

- We always follow the school's Clothing Policy
- A school sun hat must be worn outside at all times during term one and four.

Food: We always follow the school's Food Policy

Boundaries:

We obey the schoolyard boundaries which include:

- Not playing or building cubbies beyond the treed area along the northern boundary
- Toilets:
 - We do not play in the toilets
- The car park area is out of bounds unless accompanied by an adult.
- The dams, reeds and overflow area are out of bounds. Fences are not to be crossed at any time. Access to the dam must be via the gate and with teacher supervision.
- The tin shed and surrounds are out of bounds
- We do not climb on or over the fences, gates, walls or in the trees.
- Returning sports play equipment when the bell rings
- The lift is out of bounds unless accompanied by a teacher.
- Walking on verandas and staircases
- No spitting.
- Bullying, abusive teasing or any put down statements or gestures are unacceptable.
- No swearing.
- No glass bottles or jars outside, excluding festivals.
- No slamming doors.

Ball Games

- We do not play ball games after school

Playtimes

- Cubbies may be built but only natural materials may be used.
- Tunnelling is not allowed.
- We don't bring toys to school unless we have our teacher's permission.
- We do not play the pianos unless we are under the supervision of a teacher.
- We leave sticks on the ground unless we are using them to build our cubbies.
- Digging may take place only in the sand pit. We do not throw of sticks, stones, sand and other objects
- We do not engage in gun play
- We do not make water bombs or have water fights
- We do not draw or deface buildings or damage trees
- We do not litter in the playground
- We are not to enter school buildings out of school hours unless directed by a teacher or parent.
- Skateboards, roller blades, scooters, electronic equipment are not to be brought to school, nor to camps, excursions, etc. unless otherwise arranged by teachers for special occasions.
- The dam area is out of bounds unless accompanied by a teacher.
- Push bikes are not to be ridden in the school grounds. This applies at all times – including out of school times.

- Use of wheelbarrows, hoses or any gardening equipment in play times unless supervised by a teacher. Hose attachments are not to be removed for any reason.
- All storage rooms and cleaning equipment rooms are out of bounds. If a ball needs retrieving from a roof or over the fence, a teacher must be called.
- We will not climb trees

General:

- iPods and all similar mp3 music players, computer games, cameras and all other electronic equipment are not allowed on school property. If found they will be kept in the school office until they are picked up by a parent.
- Mobile Phones are not to be used by students on school property. These must be left at the office. Urgent phone calls can always be made through the office.
- We never ride any bicycles in the school grounds other than arriving or departing from school on the driveway.
- Skateboards are not to be used at school
- Domestic pets are not allowed on the school property at any time, including weekends, holidays or other non-school days unless arranged with the class teacher.

After school:

- We must stay under or near the veranda or drive through area until parents pick us up.
- Children on the bus will wait on the seats under the veranda.

Students will be regularly informed / reminded about these expectations.

Behavioural Expectations for all Students travelling on the bus

For the safety and wellbeing of all who travel on the bus we ask that all bus travellers adhere to the following expectations.

For Safety Reasons:

- It is important that students remain in their seats and facing the front at all times.
- No one should move around while the bus is in motion.
- No part of the student or their property is to protrude from the bus windows.
- Students are requested to remain in their seat until the bus has completely stopped and the doors have been opened.
- Both at school and at the stop in Ballarat it is important that students embark and disembark in an orderly and courteous manner, allowing the younger children to exit first.
- All students must immediately comply with any instructions given by the bus driver.

Document ID: Behaviour Management Policy

Next Review Date: September 2021

Ratified by Committee of Management:

Written by the College of Teachers.

APPENDIX

BEHAVIOUR CONTRACT

This being an explicit statement of the expectations of behaviour in accordance with the ordinary behaviour expectations of all students at the school.

I agree to obey all school rules and conduct myself in a responsible and respectful manner.

Student Name:

H.O.S. :

Date:

Review Date:

At which time the Behaviour Record Book and adherence to this Behaviour Contract will be evaluated by a teacher and if appropriate also with you as well as your parents or guardians.

During this period a very positive change needs to be observed by all teachers.

If sufficient positive change does not occur or if the contract is broken a discussion will be required with your parent/s and if appropriate, with you, to determine the conditions for your ongoing enrolment.

APPENDIX

STUDENT BEHAVIOR REPORT

Date:

Student Name:

Teacher:

Time:

Place:

Behaviour / Incident Report:

Consequence and action taken at the time:

Appropriate follow up for class teacher:

APPENDIX

THINKING ABOUT MY BEHAVIOUR

NAME:

DATE:

1. Think back to what happened.
What did I do?

2. What rule was broken?

3. What is my side of the story?

4. What can I do to fix things up? Make things better?

Signed _____

APPENDIX

Restorative Discussion

To the person(s) who caused harm: We're here to talk about...

Can you tell us what happened?
What were you thinking? What was in your head/in your mind?
Was it the right thing/wrong thing to do?
Who has been affected/upset/harmed by your actions?
In what ways?
How has this affected you?

To the person(s) harmed:

What did you think when it happened?
What have you thought about since?
How has it affected/upset/hurt/harmed you?
What has been the worst thing?
What is needed to make it right/to make you feel better?

To the person who caused harm:

Is that fair? Can you do that? What else do you need to do to make things better?
How can you fix this?

To the person harmed:

Is that okay/do you agree?
Is that fair?

To both:

How can we make sure this doesn't happen again?
Is there anything I can do to help?
Is there anything else you would like to say?

Formally record agreement/congratulate them for working it out. Arrange time to follow-up/meet again to see how things are going.

Dear Parents,

This is to inform you that your child has been late ____ times in the past _____.

I am writing to ask for your continued support in ensuring that your child arrives at school on time every day, that is, at 8.50 in the morning, ready for a 9.00 start to the school day.

Should you require any assistance in this, or should there be any other extenuating circumstances, please make a time to discuss these with me.

Yours faithfully,

Class Teacher