



EDUCATING *the* WHOLE CHILD

BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES FOR THE WHOLE SCHOOL COMMUNITY

MENU

Community Values

Codes of Behaviour

- Student Expectations / Responsibilities
- Parents Expectations / Responsibilities
- For Teachers

Expected Behaviour and Rules

- Class Room Etiquette
- Attendance
- Absenteeism
- School Hours and Onsite Supervision
- Homework
- Class Meetings
- Music Policy
- Excursions Policy

Unacceptable Behaviours in the Workplace

- Discrimination
- Harassment
- Bullying

Unacceptable Behaviours in the School

- Definition of Bullying / Harassment
- Strategies for dealing with Bullying/ Harassment
- Procedure of Responding to reported Incidences of Bullying /Harassment

PARENT'S EXPECTATIONS	PARENTS' RESPONSIBILITIES
<p>I expect my child to be taught in a Steiner environment, one that aims to produce individuals who are able, in and of themselves to impart meaning to their lives, through the education of the whole child, heart, head and hands.</p>	<p>I have the responsibility to:</p> <ul style="list-style-type: none"> • ensure my attitudes and behaviour reflect Steiner teachings, • encourage my child to be respectful and cooperative, • praise my child's achievements and efforts. • recognise my child's individuality. • positively guide and support my child's decision making, • encourage my child to accept their responsibilities while at school.
<p>I expect my child's education will nurture their talents and encourage them to strive for excellence.</p>	<p>I recognise that parents play a major role in the education and development of their children. I have a responsibility to:</p> <ul style="list-style-type: none"> • contribute to the school community • encourage my child • without unreasonable expectation, support the Steiner philosophy and curriculum. • be informed about my child's progress.
<p>I expect a high quality Steiner educational program.</p>	<p>It is my responsibility to pay my fees in full and contribute to working bees and school events.</p>
<p>I expect that there will be opportunities for me to express views about my child's education and that the school will undertake all of its roles professionally and competently.</p>	<p>I have a responsibility to be informed about developments in the school and to use the processes available in the school. This includes:</p> <ul style="list-style-type: none"> • treating staff members with respect and courtesy. • following the specified guidelines for communicating with staff members. • respecting that staff members have rights. • co-operating and working together where the child's behaviour has overstepped accepted school standards.
<p>I expect that my confidentiality and privacy is respected by staff members, volunteers and the school community.</p>	<p>I have a responsibility to respect others' confidentiality and privacy.</p>

Both parents and students are requested to acknowledge their understanding and agreement with these expectations and Responsibilities.

For Teachers

Teachers are all registered with the Victorian Institute of Teachers and as such comply with the Code of Conduct developed for and by the Teaching profession. It identifies a set of principles which describe the professional conduct, personal conduct and professional competence expected of a teacher by their colleagues and the community.

It is based on the values set out in the accompanying Code of Ethics, namely:

Integrity Respect Responsibility

and draws on the Victorian Institute of Teaching's Standards of Professional Practice and codes of conduct for teachers developed by schools and other registration authorities.

This Code of Conduct codifies what is already common practice within the teaching profession. Its purpose is to:

- promote adherence to the values teachers see as underpinning their profession
- provide a set of principles which will guide teachers in their everyday conduct and assist them to solve ethical dilemmas
- affirm the public accountability of the teaching profession
- promote public confidence in the teaching profession.

The Code of Conduct is not a disciplinary tool.

The Code of Conduct will not cover every situation. There may be policies or procedures set down by the school in which the teacher works, or there may be specific issues that are covered by an industrial agreement or award.

For more information please refer to: www.vit.vic.edu.au

EXPECTED BEHAVIOUR AND RULES.

A. Classroom Etiquette

1. Children are to:

- a) Walk in the classroom
- b) Enter classroom in clean clothes
- c) Leave outdoor shoes outside the classroom if required by the teacher
- d) Leave all toys etc at home
- e) Leave chairs or classroom equipment inside unless directed by a teacher.

2. Children are expected to:

- a) Be co-operative and respectful at all times
- b) Actively maintain a clean classroom environment
- c) Raise their hands before speaking in class
- d) Formally greet specialist teachers
- e) Treat teachers and visitors with respect and courtesy
- f) Refrain from distracting/disrupting behaviour
- g) Be responsible in the care of their desks and the classroom

3. Playground rules

www.ballaratsteinerschool.com.au Phone | **5341 - 8188**
email: welcome@ballaratsteinerschool.com.au Fax | **5341-8122**
ABN 87 514 837 927

- a) The following are not allowed:
- b) Sticks, stones, sand and other missiles are not to be thrown
- c) Fighting, water bombs or water fights
- d) Drawing or defacing buildings, damaging trees
- e) Littering the playground including peels, cores etc.
- f) Wheelbarrows, hoses or any gardening equipment may not be used in play times unless supervised by a teacher. Hose attachments are not to be removed for any reason.
- g) The shed and roof and all storage rooms and cleaning equipment rooms are out of bounds. If a ball needs retrieving from a roof a teacher must be called.
- h) Spitting.
- i) Bullying, abusive teasing or any put down statements or gestures are completely unacceptable.
- j) Swearing.
- k) Glass bottles or jars should not be taken outside.
- l) Walking or running on garden beds.
- m) Slamming doors.
- n) Play in the toilets.

4. General:

- a) NO Chewing gum or sweets are allowed at school and if found, must be disposed of hygienically.
- b) If a child is wishing to talk with an adult they should wait for an appropriate space in the conversation. Interrupting is not appropriate.
- c) Phone: Children are only to use the phone for emergency or important arrangements.
- d) Photocopier: The photocopier can only be used with permission from a teacher/specialist teacher or member of staff.
- e) Foyer: The children are not to go into the foyer unless directed by a teacher.
- f) School Buildings: Children are not to enter school buildings out of school hours unless directed by a teacher or parent.
- g) Students who have parents, working, cleaning or meeting with teachers need to stay with their parents.
- h) Supervision of students after School Hours: It is the policy of this school to provide supervision of students whilst they are on the school grounds. This supervision is effective between 8.45am and 3.45pm.
- i) During school hours, students may only leave the grounds with a parent or guardian if an authority letter has been completed.
- j) Notification of absence from school during school hours must be communicated to class teachers via a phone call to the office.
- k) Toys: Toys from home are not permitted at school.
- l) Skateboards, roller blades, toys (e.g. computers, walkmans) are not to be brought to school, nor to camps, excursions, etc. unless otherwise arranged by teachers for special occasions.
- m) During school hours the dam area is out of bounds unless accompanied by a teacher.

- n) Push bikes are to be left in the car park. This includes times before and after school hours.

B. Attendance

- It is considered a priority that parents are committed to their child's regular attendance at school. At Ballarat Steiner School we aim to bring continuity to lessons from day to day and from week to week and difficulties result for the child and the class when children are absent from school.
- Attendance is compulsory except in the case of sickness or special circumstances with prior approval of the class teacher.
- We ask that children do not begin holidays before the end of the school term nor return from holiday after the first day of the new term.
- Participation in excursions, camps, school festivals and performances are considered part of the curriculum and are not optional.
- The consequences of inconsistent attendance are manifested in the Academic realm. The individual student begins to experience gaps in knowledge, which are continually compounded by further absence. The progress of the class is held back as a result of the academic progress of several students dictating the level of achievement for the whole group.
- The social realm;
Students begin to experience learning difficulties and this often manifests in and leads to difficult behaviour.
Continual absence makes it difficult for students to feel safe and comfortable in their peer group.
- The legal realm;
It is the legal obligation of parents to send children to school as outlined in the Education and Training Reform Act 2006 (Vic).

C. Absenteeism

- a) If a child will not be attending school, the parent must ring the school before 9.00am on the day, and make a note in the child's diary or supply a separate note on the day he/she returns to school, giving reasons for the absence. If no notification has been received by the school after morning roll call has been registered, the office person will contact the child's parent/guardian for an explanation of absence.
- b) In cases where the parent/guardian cannot be contacted via home phone or mobile, further action will be taken by contacting the child's emergency contacts to ascertain the child's safety.
- c) In the event that contact is unable to be made by above procedures, the Education Coordinator will contact the nominated authorities as listed below to ascertain the child's safety: ChildFirst; **1300 551 948**, DHS child protection: **1800 075 599**
- d) Further follow up will be taken under advisement of the nominated authorities and may include, but is not limited to, the Education Coordinator and another staff member

attending the child's home and/or contacting the local police station.

If a student continues to be absent without explanation or notice, further action will be taken by contacting authorities to ascertain the child's safety.

For further detail, please refer to the 'Procedure for Absenteeism' which is displayed on the notice board in the office.

Notification of extended absence

- a) It is the parent's responsibility to notify the office of any extended absences from class, whether because of illness, holidays, student's exchanges, or other reasons.

See Absenteeism Policy

D. School Hours and Onsite Supervision

1. Children need to be under supervision when on School property.

Staff will be rostered to supervise students between 8.45am and 3.45pm week days during school term. Children should not be on the premises outside these hours unless accompanied by an adult.

A supervision roster will be drawn up at the commencement of each term and will specify the following:

- Before school from 8.45 – 9am and after school from 3.30 – 3.45pm students must remain in the outside play area and one staff member will be required to supervise until school begins [before school] or all children are collected by their parents/guardians [after school].
- During recess and lunch play times students must remain within the specified zone for their class and each zone will be supervised by at least one staff member.

The Yard duty roster ensures that students are supervised at all times. Students who need assistance during recess or lunch should go to the staff member on duty. Only in an emergency should students go to the office. In extreme weather, students will be supervised in their classrooms or multipurpose room.

All teachers are VIT registered and have a duty of care that applies to all aspects of their position including yard duty. Non VIT registered staff who perform yard duty are required to understand their duty of care as outlined below:

- To take all reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable.
- As a staff member of the Ballarat Steiner School they will be familiar with the policy and procedures of the school and have a good practical knowledge of the first aid and emergency management procedures.
- To have a good practical knowledge of the Student welfare policy and Occupational Health and Safety policy.
- To be familiar with playground zones and out of bounds areas within the school grounds.
- Yard duty staff members will be provided with a bum bag containing basic first aid supplies. In addition, Level 2 first aid trained staff members will be responsible for supervision of the first aid room during recess and lunch times. Sunscreen will be available in each classroom.

- All staff must ensure that the yard duty roster is on display or easily accessible in each classroom.
- Parents will be informed via the newsletter that staff members are not rostered to take yard duty until 8:45am each morning.
- Parents will also be informed via the newsletter that staff members will not be rostered to undertake yard supervision after 3:45 pm each day. Parents are required to make sure that their children have been collected or have left the school grounds by this time. Students still in or about the school yard after that time will be brought to the school office by the supervising teacher and parents contacted.
- Casual Relief Teachers will be responsible for the yard duty responsibilities of staff members they are replacing.

All supervising staff on roster must:

- Follow the Behavior Management Policy with issues concerning behavior.
- Be seen actively supervising children – do not sit/stand in one area or get involved in children's games but continue to 'roam' around the play areas to ensure that all children are playing safely and in an appropriate manner.
- Ensure students do not play in specified (unsafe) areas.
- Not allow students to play in classrooms unless weather is extreme
- Either make a swap with another staff member, or discuss the matter with the Education Coordinator if they cannot fulfill their yard duty obligations due to appointments or excursions etc
- Wear broad rim hats in terms 1 and 4 and implement 'NO HAT – NO PLAY' rules with the students.
- Approach intruders or unknown people in the yard, or alternatively seek assistance from the office.

2. Punctuality

It is expected that students will be punctual.

- a) Class roles will be marked twice daily. Lateness will be recorded in the role.
- b) Rhythm and form is essential to the Steiner pedagogy. It is very disruptive to the class and the rhythm of the lesson for students to come in after a lesson has started.
- c) Expectations of punctuality also encourage a healthy respect for work and study
- d) The model of teachers who are punctual and responsible in their commitments will encourage students to develop self-responsibility in this area

E. Homework

Tasks set to be fulfilled at home are given at the Class teacher's discretion. In the earlier classes the tasks may be informal such as gathering an object from nature or observing something. From

www.ballaratsteinerschool.com.au Phone | **5341 - 8188**
 email: welcome@ballaratsteinerschool.com.au Fax | **5341-8122**
 ABN 87 514 837 927

Class 3 onwards the activities set may be of a more formal nature such as projects associated with Main Lesson.

Some reasons for giving homework:

- a) Link between school and home
- b) A Will activity, sets a routine
- c) Practice skills e.g. reading, music, tables
- d) Complete unfinished class work
- e) Projects allow children to work more thoroughly into the curriculum
- f) For the older children - prepare for secondary school

It is expected that children will complete homework tasks set by the teacher.

F. Class meetings

1. Meetings between the class teacher and parents are an essential part of the school's educational philosophy. They assist with the building of bonds between child, teacher and parent. They also provide a chance to:
 - a) Learn about the work children are doing and will be doing during each term.
 - b) Share ideas about behaviours, expectations and needs of the children.
 - c) Understand what parents can do to assist with the education of their children.
 - d) Discover more about the educational philosophy and teaching methods of the school.
 - e) Observe the work of the children.
2. Class Meetings will be held in Terms 1 & 3 for classes P - 6. Dates of these meetings will be in the Newsletter, giving at least two week's notice of the meeting date.

G. Music policy

1. All students from classes 3-6 participate in a compulsory group string music program.
2. Children are expected to participate in concerts or festivals upon the recommendation of the music teacher.
3. All students are expected to co-operate with the music teacher by:
 - a) Following suggestions made by the teacher during the school lesson time.
 - b) Practicing at home frequently and regularly, daily is ideal.
4. Parents are asked to assist with the goals by positively encouraging practice habits.
5. Should lack of co-operation by the student interfere with the music lesson:
 - a) The class teacher will be made aware of the situation.
 - b) Parents will be informed of this lack of cooperation.

H. Excursions Policy

Ballarat Steiner School believes in enriching your child's education through real life experiences which relate to their learning. These activities are designed to stimulate and motivate learning, to help children understand the relevance of curriculum to the wider community and to develop social skills in real life settings. These compulsory excursions reinforce, complement and extend learning opportunities beyond the classroom. Children develop an understanding that learning is not limited to school, and that valuable and powerful learning takes place in the real world. Teachers will ensure that every possible care is taken to protect the safety of children that every contingency is provided for in planning excursions/incursions.

An **excursion** is defined as any activity beyond the school grounds. Please refer to the Emergency Management Plan on procedures during excursions.

I. Clothing and Footwear Policy

School is a place of learning and culture. To support this, children should dress in a way that is appropriate. How we dress is an important factor as to how we regard ourselves and relate to others. Clothes can also be an arena for peer pressure and fashion trend. This is not appropriate at school.

This policy sets out the clothing and footwear required to be worn by children at the Ballarat Steiner School and Kindergarten.

Adherence to this policy will ensure that children at the school will be warm and comfortable.

- Only plain coloured t shirts and jumpers are allowed
- Bright fluorescent colours and black are not to be worn
- Clothing is not to have logos, brand names or inappropriate wording
- Shoes must be worn to kindergarten and school
- Thongs or open toed sandals are not to be worn
- In winter or wet weather gumboots and slippers are required due to mud and puddles and to keep feet warm
- In summer children must wear sun smart clothing – clothes that are cool yet protect young skin from the sun
- In terms 1 and 4 children are required to wear broad brimmed hats outside
- If children do not have a broad brimmed hat they will not be allowed to play outside
- Clothing and footwear must allow children to move freely, and should be suitable for outdoor activities such as climbing and running
- If a student is deemed by the teacher to be inappropriately dressed the teacher will give the child a plain 'school' t shirt/jumper to wear for the day and the child's own clothing will be returned when the 'school' clothing has been washed and returned
- Children should have spare clothing, especially extra socks and pants in their bags as there may be activities undertaken which cause them to be wet and muddy
- Parents are asked to make sure their children are dressed warmly in winter e.g. Thick woollen socks jumpers and hats
- Where possible children should be dressed in natural fabrics which allow the body to breathe and are comfortable against the skin

Unacceptable Behaviours in the Workplace:

It is our policy that the learning and working environment is positive and supportive for all members of the School community. Therefore, Ballarat Steiner School is committed to ensuring that the working and learning environment is free from Discrimination, harassment, sexual harassment and bullying/harassment.

Ballarat Steiner School aims to:

- foster an environment where all members of the School Community are treated with dignity, courtesy and respect;
- promote appropriate standards of conduct at all times;
- implement training and awareness-raising strategies to ensure that everyone knows their rights and responsibilities; and
- where necessary encourage reporting of inappropriate behaviour and provide an effective procedure for resolving complaints in a sensitive, fair and timely manner and as confidentially as possible.

This Policy sets out what constitutes discrimination, harassment, and bullying and what you can do if you experience these things.

All employees have a responsibility to treat each other fairly and with respect. Individual employees must also ensure that they do not discriminate against, harass, sexually harass or bully other members of staff. Any reports of discrimination, harassment, sexual harassment or bullying will be treated seriously and sympathetically by the School. Disciplinary action may be taken against anyone found to be guilty of discrimination, harassment, sexual harassment or bullying.

Legislation

Both Federal and State legislation is relevant to the concepts discussed in this policy. This legislation includes:

Federal:

Disability Discrimination Act 1992
Racial Discrimination Act 1975
Sex Discrimination Act 1984
Fair Work Act 2009
Australian Human Rights Commission Act 1996
Age Discrimination Act 2004
Equal Opportunity for Women in the Workplace Act 1999

Victorian:

Equal Opportunity Act 1995
Racial and Religious Tolerance Act 2001
Occupational Health and Safety Act 1995

1. Discrimination

It is unlawful to discriminate against or harass a person in employment (or in the provision of goods and services) on the basis of any of the following attributes or personal characteristics:

- age;
- disability or impairment (physical, intellectual, mental or psychiatric);
- race, colour, descent or national or ethnic origin;
- religious belief or activity;
- sex;
- gender identity;
- transgender or transsexual status;
- lawful sexual activity/sexual orientation;
- family, marital, parental or carer status;
- physical features;
- political opinion, belief or activity;
- industrial activity or membership of an industrial association;
- pregnancy or potential pregnancy;
- breast feeding;
- medical record;
- criminal record;
- employment activity; and
- personal association with a person who is identified by reference to any of the above attributes.

Discrimination is treating a person with an identified attribute or personal characteristic less favourably than a person who does not have the attribute or characteristic, who is otherwise in the same or similar circumstances. Discrimination can be either direct or indirect.

a) Direct Discrimination

Direct discrimination is treating, or proposing to treat, a person less favourably on the basis of an attribute or personal characteristic of the person which is covered by equal opportunity law, regardless of the discriminator's motive and whether they are aware of the discrimination or consider the treatment to be less favourable.

b) Indirect Discrimination

Indirect discrimination is unreasonably imposing, or intending to impose, on a person with an attribute or characteristic covered by equal opportunity law a requirement, condition or practice that can only be complied with by a higher proportion of people without the attribute or personal characteristic. Awareness of the discrimination is irrelevant. Indirect discrimination can occur when a requirement, condition or practice which appears to be neutral, in fact has a disproportionately negative impact on a particular group.

Family Responsibilities

The Equal Opportunity Act (Vic) 1995 (the Act) makes it unlawful for the school to unreasonably refuse to accommodate an employee's parental or carer responsibilities, in relation to their work arrangements either when offering employment or during the course of employment.

In considering a request from an employee and determining whether a refusal is reasonable in the circumstances the following factors should be considered:

- the nature of the employee's work and parental or carer responsibilities;
- the nature and cost of arrangements required for an employee to fulfil their parental or carer responsibilities;
- the financial circumstances of the school;
- the size and nature of the workplace and the employer's business;
- the effect of flexible work arrangements on the workplace, including the financial impact on the school;
- the consequences for the school of having the flexible work arrangements; and
- the consequences for the employee of not having the flexible work arrangements.

A request for flexible work arrangements will be assessed individually, based on the unique facts and circumstances of each request.

Managers must not refuse any request for flexible working arrangements where the request is related to disability, family responsibilities or other protected attribute without having first discussed the matter with the applicant and the Education Coordinator and/or Business Manager.

2. Harassment in the workplace

Harassment is a form of discrimination. Harassment is unwelcome and unwanted conduct based on one of the attributes listed above that causes a person to be offended, humiliated or intimidated.

The reasonable person test applies. That is, would a reasonable person, given all the circumstances, have anticipated that the behaviour would be found offensive, humiliating or intimidating.

Sexual Harassment

A person sexually harasses another if he or she:

- makes an unwelcome sexual advance;
- makes a request for sexual favours; or
- engages in any other unwelcome conduct of a sexual nature;

in circumstances in which a reasonable person, aware of all of the circumstances, would have anticipated that the conduct would cause offence, humiliation or intimidation.

Sexual harassment is unwelcome, uninvited conduct that is offensive from the view point of the person harassed, regardless of any innocent intent on the part of the offender.

It is not behaviour that is based on mutual attraction between people or friends.

Sexual harassment may occur in a single incident or series of incidents.

Types of sexual harassment

www.ballaratsteinerschool.com.au Phone | **5341 - 8188**
email: welcome@ballaratsteinerschool.com.au Fax | **5341-8122**
ABN 87 514 837 927

Sexual harassment can take many forms and can be physical, verbal or written. It is not just the obvious harassment of unwelcome physical behaviour such as inappropriate touching, patting, brushing up against someone or offensive gesturing. Sexual harassment can either be direct or indirect.

Sexual harassment takes a variety of forms, including:

- Sexual or suggestive remarks
- Sexual propositions or requests for dates
- Repeated questions about a person's private life
- Sexual jokes and innuendo
- Physical contact such as touching, deliberate brushing up against a person, hugging etc. against a person's will
- Offensive telephone calls, reading matter, email, screen savers, pictures, calendars etc.
- Suggestive looks or leers
- Sexually explicit conversations

3. Bullying in the workplace

Bullying is repeated, unreasonable behaviour directed towards an employee that creates a risk to health and safety.

Unreasonable behaviour is behaviour that a reasonable person, having regard to all the circumstances, would expect to victimise, humiliate, undermine or threaten another.

Behaviour includes: actions of individuals or a group, and may involve using a system of work as a means of victimising, humiliating, undermining or threatening.

Risk to health and safety includes risk to the mental or physical health of the employee. Unacceptable behaviour makes the workplace uncomfortable, unpleasant and often unsafe. The following types of behaviour, where repeated or occurring as part of a pattern of behaviour, could be considered bullying:

- verbal abuse
- excluding or isolating employees
- psychological harassment
- intimidation
- assigning meaningless tasks unrelated to the job
- giving employees impossible assignments
- deliberately changed work rosters to inconvenience particular employees
- deliberately withholding information vital for effective work performance

The list is not exhaustive. Other types of behaviour may also constitute bullying. Bullying is usually not a once off incident but could be if the once off incident is sufficiently serious.

Bullying does not include reasonable and legitimate actions of Ballarat Steiner School in managing an employee's performance, managing or altering an employee's workload, reporting structure or duties or counselling an employee.

What can you do if you feel that you are being discriminated against, harassed, sexually harassed or bullied?

www.ballaratsteinerschool.com.au Phone | 5341 - 8188
email: welcome@ballaratsteinerschool.com.au Fax | 5341-8122
ABN 87 514 837 927

If you feel you have been discriminated against, harassed or bullied, you should not ignore it. You should keep notes on all instances of discrimination, harassment or bullying – dates, times, places, witnesses (if any), together with what you said, did or felt.

If you feel comfortable doing so, then you may wish to address the issue with the person concerned and request that the behaviour ceases. If you do not feel comfortable confronting the person and the behaviour continues, then you should go to the Leadership Management Team and discuss your complaint.

What should you do if you consider you have witnessed bullying?

You should report the matter to the Leadership Management Team who is required to act in accordance with the schools communication and grievance procedure.

Unacceptable Behaviours in the School:

Ballarat Steiner School is committed to providing a safe and caring environment which fosters respect for others and does not tolerate harassment in any form. Our aim is to make this school one at which all students and all staff feel safe, valued, listened to and nurtured.

1. Definition of Bullying/Harassment

Bullying/harassment is defined as repeatedly hurting another person who is less powerful – either physically or psychologically. It involves a desire on the part of the bully to hurt, followed by the carrying out of a hurtful action in a context where there is an imbalance and the unjust use of power. This behaviour is typically repeated.

Harassment and bullying can take many forms. We consider the following behaviour to be bullying/harassment:

Physical

- Hitting, kicking, punching, pushing, shoving, spitting
- Making rude or threatening gestures
- Taking or damaging something which belongs to someone else
- Forcing others to hand over food, money or something which belongs to them
- Making someone do something they don't want to do
- Sending threatening SMS or email messages NB: Steiner philosophy actively discourages the use of electronic media/communications for primary school children.

Verbal

- Name calling, teasing, threatening
- Making fun of someone because of their appearance, physical characteristics or cultural background
- Making fun of someone's actions
- Unfair criticism

Indirect

- Excluding others from the game or group
- Spreading untrue stories about others

Victimisation is the key to bullying. The victims of bullying feel powerless, intimidated, threatened and too weak to stop it from happening to them. They may feel angry, depressed or bewildered. The victims of bullying report the effects as loss of sleep and appetite, dreading the thought of going to school, and inability to concentrate. Bullying has both long-term and short-term effects on victims.

Key target groups for bullying appear to be children with some form of “perceived difference”, low self-esteem or less personal power are more vulnerable to bullying. The research shows that both high and low achievers may equally be victims of bullying.

Corporal punishment is not permitted.

2. Strategies we will use to Deal with Bullying/Harassment

Ballarat Steiner School will ensure staff

- Openly talk about bullying in each class that is age appropriate – what it is, how it affects us and what we can do about it.
- Teach our students the skills which will build their self esteem and empower them to take the responsibility for themselves.
- Support the policy/procedure which clearly states what actions we will take to deal with harassing/bullying behaviour.

Responsibilities of Staff:

- To model appropriate behaviours at all times.
- To deal with all reported and observed incidences of harassment as set out in this policy.
- To ensure that students are adequately supervised at all times.

Responsibilities of Students:

- To inform if they are being harassed or if they see someone else being harassed – both at school and on the way to and from school.
- To help someone who is being harassed
- To not harass others.

Responsibilities of Parents:

- To adequately supervise children before and after school supervision times. (before 8.45am and after 3.45pm)
- Take an active interest in their child’s whereabouts after school and their child’s friends and acquaintances
- To watch for signs that their child may be being harassed – such as:
 - Not wanting to attend school
 - Patterns of headaches, stomach aches
 - Not eating lunches
 - Missing equipment or belongings
 - Asking for extra pocket money
 - Sudden drop in standards or work output
 - Fear about walking or travelling to school

Parents then need to:

- Speak to their child’s teacher if their child is being harassed, or they suspect that this is happening.

- Instruct their children to 'tell' if they are harassed.

Awareness breaks the cycle of violence so let's bring harassment into the open, because it thrives on secrecy. We must encourage victims to speak out. This in itself will immediately stop some of the harassment.

It is of the utmost importance that we urge our students to tell – and make it safe for them to do so. In our Australian society, from the time we are very young, we learn that it's not okay to "dob". Dopping is something that is just not done. Those who do are made to feel like traitors and seen as being unable to fend for themselves. In this way we sow the seed of secrecy in our children. If others make us feel unloved, inadequate or belittled when we "dob" then we learn not to do so. Anne Fine in her children's book, *The Angel of Nitshill Road*, writes: "The rule not to tell tales was invented by bullies – and the people who don't really want to stand up to them".

While we need to encourage children to report harassment/bullying we need to remember that children's perception is not the same as adults due to developmental maturity. They are not lying when their story conflicts with another's or when the teacher's perspective doesn't match what you have been told at home. Children see their world through their own limited experiences, which colour their perceptions. Adult perceptions are balanced with life experiences. Listen to your child as they tell you their 'reality', but remember that a 'different reality' may possibly exist elsewhere. Children act differently at home and school. When faced with an audience of their own peers children will often act/react in a way which may appear completely out of character to parents. Parent's assertions of 'my child wouldn't do that' might not hold in these situations.

We must teach our students to discriminate between actions about which they need to speak up and those which they should keep to themselves. When someone is hurting us and we don't feel safe, or our life is being made miserable, then we need to tell someone what is going on. Any action we take to reduce harassment/bullying must deal with this issue of secrecy; it is what keeps the offender powerful and the victim powerless. Our aim must be to empower the victim and disempower the offender.

3. Procedure of Responding to Reported Incidences of Harassment/Bullying

When an incident is reported or observed, the following procedure will be implemented. The staff member will talk to the student involved about the incident to obtain the necessary facts. The staff member investigating a complaint should establish:

- What was said and done to the complainant
- The time and the place when the incident(s) occurred
- The reaction (if any) of the complainant
- Whether the complainant had faced that treatment before (if yes, the staff member should establish if it was from the same person/student)
- Whether the complainant knows of someone else who has also faced similar treatment

From this discussion/report (and with other relevant input – parents) the following action may be taken by the teacher in conjunction with the Education Coordinator – Note: Decisions about the course of action will vary on a case by case basis.

- The alleged offender will be spoken to and the consequences of further incidences explained i.e. student well being management plan, behaviour management contract, suspension etc

- The need for the victim or the alleged offender to undertake counselling will be determined by the College of Teachers during child study at the weekly College Of Teachers meeting.
- Parents of the alleged offender will be notified that an incident has occurred and the action taken, with a request for an interview if deemed appropriate.
- Other staff will be informed so that the situation can be monitored both inside and outside the classroom
- The staff member will keep a record of the incident
- If the alleged offender continues to harass, the Teacher and Education Coordinator will meet with the parents to seek their co-operation in stopping the harassment and discuss the need for counselling either at school or with other designated professionals
- Disciplinary action will be instigated i.e. suspension, permanent exclusion

For serious breaches, where students'/ teachers safety is an issue, the abovementioned will be short-circuited.

As per the Behaviour Management Consequence policy, student's place in the school may be suspended until professional help can be obtained. If the safety of other students / teachers continues to be an issue, the student may forfeit their place in the school.

Behaviour Management Consequence Policy and Procedures.

With an intimate understanding of the child and of class dynamics, the class teacher is a natural authority to the primary student. The teacher strives to create a school environment whereby children learn responsible behaviour and develop a sense of awareness and care for others. Teachers seek advice and support from their colleagues and mentors. Communication with parents is also an important aspect in managing behaviour. Please also refer the Schools Communication and Grievance Policy.

Corporal punishment is not permitted at Ballarat Steiner School and Kindergarten.

Ballarat Steiner School aims for the students to demonstrate the following:

- Respect towards other children and adults in the school environment
- Courtesy, honesty and cooperation
- Respect of the school as a learning environment.
- Respect towards property of others
- Care of all school property
- Compliance with school and classroom rules
- Compliance with school's physical boundaries

The teacher will encourage positive behaviour through providing:

- Rules that have been effectively communicated to the children and parents
- The teaching, modelling and application of social skills to enhance positive interpersonal relationships
- Conflict resolution skills.
- A harmonious and productive environment based on caring for the school community
- A curriculum, which nurtures the needs of the whole child as they move through different developmental stages.
- A curriculum that supports the moral development of the child
- Corporal punishment is not permitted

Within the Primary School:

Misbehaviour is handled by the teacher concerned.

The teacher may:

- Remind the child of acceptable behaviour
- Enforce the rule through the use of clearly defined set of consequences.

All serious incidents are recorded by the class teacher within the classroom and then reported to the Education Coordinator to be recorded in the central incident register which is located in the office.

The Consequences:

This procedure will be varied at the teachers discretion depending on the context and severity of the misbehaviour and developmental stage of the child.

- First case of misbehaviour = time out within a supervised area; the child will be removed from the group for a short amount of time.
- Second case of misbehaviour = child will be removed from the teaching area (during class time to another classroom; or during break time the child will be seated outside the office).
- Third case of misbehaviour = child is required to sit out for a portion of their play. In this instance a note will be written in the child's diary outlining the misbehaviour and consequences. This will also be noted in the Incident book kept in each class room.
- In the case of serious/extreme misbehaviour = the child's parents will be immediately contacted and asked to pick up their child from school. The child will be suspended from school until the College Of Teachers next scheduled meeting in order to determine what steps must be taken next. At the discretion of the Teacher and Education Coordinator an in-house suspension may apply until the next scheduled College meeting. Decisions taken will be conveyed to parents in writing as soon as possible. Work will be provided to a student who is suspended from school.

Continued Misbehaviour

In the event that the child's misbehaviour continues over a period of time, the following procedure will be implemented:

- Parents will be contacted and a meeting arranged. The class teacher and the Education Coordinator will be present at this meeting.
- The teacher and the child together draft an appropriate consequence/behaviour contract which will then be presented to the parent. The parent will sign the document and will indicate how they will support their child and the teacher in this process. The duration of the behaviour contract will be decided by the teacher in consultation with the Education Coordinator.
- A copy of the signed Behaviour Management contract will be given to the parent and the original placed in the child's file.
- Class teacher will keep written records of:
 - Contacts made with parents about disciplinary matters
 - Meetings with parents
 - The behaviour(s) in question

Consequences for breaking a behaviour management contract

1. Suspension

If the behaviour contract is broken, the child is eligible for suspension.

In this instance suspension is decided upon by the COT and;

- Parents will be contacted prior to the commencement of the suspension period.
- The teacher and Education Coordinator will outline to the parents on the condition of the child's return.
- The length of the suspension will be outlined in the letter to the parents.

Prior to the child's return to school:

- A Student Wellbeing Management plan will be drafted to outline strategies to support the child's reintegration to school. This Student Wellbeing Management plan will be drafted jointly by teachers, parents and the child and will be reviewed on a specified date.

2. Permanent Exclusion

In the case of gross-misconduct*, a child may be permanently excluded from the school.

*Gross misconduct is defined by the College Of Teachers on a case by case basis.

Within the Prep and Kindergarten:

Misbehaviour is handled by the Teacher

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 unacceptable behaviours, using "You may not" statements.

The consequences:

- 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 is 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.

Where the misbehaviour occurs repeatedly:

- Parents may be contacted and a meeting arranged. Where possible both the teacher and the Education Coordinator 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.
- The class teacher will keep written records of:
 - Contacts made with parents about the child's daily progress
 - Formal meetings with parents

- Observations of the child's progress.

Written: 2009
The College Of Teachers
Reviewed 2011