

BEHAVIOUR MANAGEMENT POLICY

Revised February 2017

1.0 GOAL

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

2.0 PRINCIPLES

- School is a place of learning and culture.
- Children and students are evolving human beings who are continuously developing capacities, including social capacities.
- Children/students will behave in different ways in different situations, for a variety of reasons.
- Children/students want to be liked, and want to learn. It is our task to engage them, and to support their learning by removing any hindrances they encounter.

- Educators have a Duty of Care towards children/students which requires them to take the needs and protection of all those in their care into account when responding to any situation.
- Careful observation and clear documentation underpin effective collegial working.
- Clear and open communication between teachers and parents is essential in order to effectively meet each child's needs.

3.0 PROCEDURES

As a school we have a duty to care for the physical, social and emotional wellbeing of children and young people, and to protect them from harm. We have a duty to provide opportunities for our students to learn the behaviours appropriate to different situations. We meet these responsibilities through a three-fold approach which incorporates proactive, supportive and responsive elements.

1. Being Proactive

At Tamar Valley Steiner School we:

- provide parents on enrolment with the school Dress Code which aims to ensure children wear clothes that are comfortable and protective,
- provide supervision of outside areas and ensure that classrooms are locked at recess and lunch times,
- develop a variety of play areas to encourage both quiet and physically challenging activity,
- establish close communication with individual parents from the time of enrolment, via interviews and home visits,
- ensure that we are well informed about the special needs of each child/student – e.g. through discussion with previous schools, sourcing relevant reports, and meeting with parents,
- negotiate Individual Education Plans, to ensure parents and the school are clear about the support that can be provided to individual students,
- structure lessons and the classroom environment to provide students with multiple ways to connect with the curriculum,

- model respectful behaviour, including respectful language, towards adults and children/students alike,
- model appropriate dress, including the wearing of hats when on duty in terms 1 and 4,
- provide integrated pastoral care services, through class teachers and College; and
- cultivate a calm and grounded demeanour.

2. Being Supportive

At Tamar Valley Steiner School we:

- ensure children/students and parents are aware of Dress Code requirements and rules for outside play (e.g. rostering the use of particular areas),
- reflect on our practice: individually, and with the support of our colleagues,
- work deeply with children, both through individual meditative work and via Child Studies conducted in College or Faculty meetings,
- provide many opportunities for parents to engage with us as individuals, and with the school,
- provide in-class and other support for students with specific learning needs,
- engage students in creating class agreements about behaviour that supports learning,
- make careful, ongoing observations to enable us to recognise the precursors to disruptive behaviour,
- engage students as partners in the process of addressing concerns about their behaviour,
- Educate students about appropriate responses to bullying,
- collaborate with colleagues and parents to review the effectiveness of support, through the Individual Education Plan process,
- provide children/students with time to understand and respond to instructions,

- consciously pause before responding to inappropriate behaviour or language; and
- review Attendance, Behaviour Management and Incident records to ensure that patterns of behaviour are recognised and addressed.

2. Being Responsive

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

2.1.1 Immediate responses to inappropriate behaviour may include:

- providing the child/student with feedback about the impact of their behaviour on others,
- reminding the child/student of class agreements,
- instructing a child/student to sit quietly in another place in the classroom for a short time,
- instructing the child/student to go to another classroom with a note requesting that they sit quietly for a specified time,
- instructing the child to go to a designated 'safe place' in the grounds (during recess/ lunch times),
- sending a note to the office, requesting help with a particular situation,
- withdrawing a child/student when they are at risk of hurting themselves or others: and
- calling parents to collect the child/student when necessary.

3. Later responses on the same day may include:

- a teacher spending time with a child/student in a break time to practise appropriate behaviour and/or verbally reflect on the inappropriate behaviour,
- providing the child/student with an opportunity to reflect on their behaviour via a feedback form,

- providing a safe environment separate from the class (e.g. the other classroom or office) in which the child/student can undertake work set by the teacher,
- holding a meeting between the child and a College representative for follow-up discussion and problem solving – using a 'no blame' approach starting with an open question such as – What can you tell me, to help me understand?
- In the case of violent or aggressive behaviour, including bullying or harassment, the child/student may be suspended for up to 10 school days.

Suspension may also result from interfering with the rights of other students to learn, and of teachers to teach.

3.1.3. Later responses on subsequent days may include:

- for young children, telling a therapeutic story to the class over a number of days,
- meeting with parents to highlight the difficulties being experienced by the student and the impact of their behaviour on others,
- meeting with a bully/perpetrator and bystanders, to debrief using a restorative approach,
- modifying the Individual Education plan, in consultation with teachers, parents and student,
- developing a contract to be signed by the student and a College representative and identifying appropriate behaviours and what the school will do to support the student in learning/demonstrating those,
- during a suspension, negotiating a student development plan, to include a statement of behavioural goals and a process for monitoring achievement of these, and consequences for choosing inappropriate behaviours in future.
- Expulsion: the enrolment acceptance agreement signed by parents states that they accept all policies and procedures including this one. The School may, at its discretion, cancel the

enrolment of any student who, in the opinion of the College of Teachers, places the good order of the school in jeopardy.

4.0 DOCUMENTATION

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

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

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