



DISCIPLINE POLICY

STUDENT CODE OF BEHAVIOUR

2018

This Policy is applicable to: Teachers, Parents and Children

AUTHORISED BY: Administrator
VERSION: Version 3
DATE: February 2018
REVEIW: February 2019

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STUDENT CODE OF BEHAVIOUR AND DISCIPLINE POLICY

*“Wisdom in the spirit
Love in the soul
Strength in the will
These shall guide me
These shall hold me
In them I trust, to them
I give my life”
- Rudolf Steiner*

INTRODUCTION

This verse encapsulates the spirit of our attitude towards ourselves as teachers and towards the children in our school.

The aim of the Student Code of Behaviour and Discipline Policy is to give the children a clear understanding of how we believe they should act towards themselves and others.

This is achieved by stating the rights and responsibilities we have for ourselves and for others as well as the rules of behaviour to be followed.

Appropriate and acceptable behaviour is that behaviour which supports mutual rights, safety and fair treatment of others.

“The challenge in discipline is that you have to represent both grace and justice at the same time”(S Levy, 1996). The child should not be shamed in front of others but inspired to act in an appropriate manner while ensuring in the eyes of others that justice has been done.

The aim of Silver Tree Steiner School is to promote the discipline of self-control, cultivate virtuous qualities and acting for the welfare of others.

Discipline is a response to individuals and situations in such a way as to lead to the development of skills that promote responsibility and accountability. Such responses are different at differing age levels. What is appropriate in the Kindergarten will be different in the Primary school. Through recognition of the implications of the stages of child development (as given by Rudolf Steiner) certain forms and rhythms are set in place so that the individuality of the child is protected and safety is ensured. The rhythms that are established may include the daily and weekly rhythms of the timetable, the monthly Main Lesson subject, the seasonal celebrations or how many times per day the teacher shakes students’ hands. Form may include the school’s accepted social manners and etiquette, the structure of sitting in a circle at the beginning of the school day, attendance, type of food brought to school, the act of shaking the teacher’s hand or the way the school day begins and ends (things that uphold the school’s ethos and social form). These rhythms and forms encourage the progression from outer discipline (as in Kindergarten, where through imitation the child is enfolded in a form totally conceived by the teacher) to inner (self) discipline as the child matures, culminating in adulthood.

Kindergarten – in these years, the child is most imitative and open and lives in an implicit confidence of

goodness and love. The child models his/her behaviour on those adults most central or significant to his/her life. The adult, therefore, strives to be worthy as example – in thought, word and deed.

Primary – in these years, the authority of the teacher (adult) is fundamental. The child is disciple, (related to the root sense of discipline), and the teacher is author, (related to the root sense of authority). At heart, all children at this age naturally seek the security of this relationship.

The discipline between teacher and child will best operate if the teacher inspires a rich appreciation of the wholeness and beauty of the world i.e., if a reverent and artistic dimension to life is nurtured. The imparting of knowledge and the inspiration for learning should be thought of as an art in themselves. Also, in Steiner Education, the teacher should have an unquestioned authority that arises quite naturally and is developed over years with his/her class. This authority is not expressed in a fixed way, but is creative and mobile, changing to meet new situations as the child grows older.

The forms and rhythms created by the Class Teacher provide a sense of security (students know what happens when) that protects and nurtures the child while allowing spontaneity and expression of individuality.

This policy explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined.

Degrading punishment means any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

POLICY POSITION STATEMENT

- It is the expectation of the School that all students will adhere to the School's code of behaviour and all the rules indicated in this document.
- Non-compliance with the School code of conduct and rules will be addressed in accordance with procedure laid down in this document.
- It is an expectation that parents or guardians of a student will support this Student Code of Behaviour and Discipline Policy.

DUTY OF CARE

Silver Tree Steiner School, school authorities and teachers owe a duty of care to their students. This duty arises from the nature of the relationship and exists whenever and wherever the student is in their care.

The notion of reasonable care extends to ensuring that the school provides a safe, non-violent environment for all students and includes the development of processes for the effective management of student behaviour.

LEGISLATION

Listed below is some of the wide range of legislation that imposes these types of duties and obligations upon the School.

- Criminal Code 1913

- School Education Act 1999
- School Education Act Regulations 2000
- Occupational Safety and Health Act 1984 and Regulations 1996
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Equal Opportunity Act 1984

EFFECTIVE MANAGEMENT OF STUDENT BEHAVIOUR

The school is responsible for ensuring that effective policies and processes are put in place for the effective management of student behaviour in line with the school's ethos and values.

To successfully achieve this the school will have:

- A whole school approach with training and regular professional learning;
- Be preventative in nature;
- Promote pro-social behaviour, student wellbeing and the development of self discipline;
- Focus on early intervention;
- Outline procedures for the management of ongoing or serious misbehaviour;
- Aim to meet a student's needs and find alternative appropriate methods to have those needs met; and
- Monitor progress of behaviour interventions and keep appropriate records.

Students need opportunities to develop appropriate behaviours, self control, and resiliency through interactions with teachers and other staff and through the curriculum, and they need to be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.

Principles that can be used in the management of all student behaviour:

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention;
- The use of appropriate curriculum and learning programs will encourage engagement by students;
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature;
- All decisions relating to the management of student behaviour and the implementation of policy are made in according to the principles of procedural fairness;
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students;
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community;
- School staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.

RIGHTS

Teachers have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Children have a right to learn, play and work in a friendly, safe and helpful school.

Parents have the right to feel welcome and know their children work, play and learn in a friendly safe and helpful school.

Everyone has the right to:

- feel safe
- be treated with honesty
- be spoken to and treated with respect and dignity.
- be treated fairly
- be touched only in a respectful way.
- personal space.
- say “no” to physical contact.
- expect others to hear and respect individual feelings.
- have gender, culture, religion and differences accepted.
- co-operative participation in school activities.
- a safe and clean environment.
- have property treated with care.

Out of the above flows a need to be aware of the responsibilities we have to each other and our school.

RESPONSIBILITIES

Responsibility is being aware of our conduct and being accountable for it.

Teachers have the responsibility to consistently implement the behaviour code and to reflect in their behaviour the values that are expected from others.

Children have the responsibility to be co-operative.

Parents have the responsibility to be supportive of the Steiner philosophy, the teachers and the policies of the school.

Everyone has the responsibility to:

- allow others to feel safe.
- be honest
- speak and treat others with respect and dignity
- treat others fairly
- touch others only in a respectful way.
- accept the personal space of others.
- respect the feelings of others.
- respect the gender, culture, religion and differences of others.
- participate co-operatively in school activities.
- help maintain a safe and clean environment.
- treat their own and other people’s property with care.

HOW PARENTS CAN SUPPORT TEACHERS

To achieve giving the children a Steiner Education, the teachers at our school would like parents to acknowledge that they are aware of, and support these expectations:

- ensure punctuality
- ensure that children have enough sleep and come to school rested – no late nights on before school days.
- ensure that children have a healthy diet
- TV, videos and computer games to be absolutely minimized, none during the week and to be kept age appropriate (the school has plenty of educational resources on the effects that TV, videos and computer games can have on the developing child – please ask).
- no violent movies, videos or computer games
- follow through with agreements made with teachers
- support children’s home duties and homework
- discuss the School’s Code of Behaviour and Discipline policy with your child/children.
- contact with the class teacher if problems occur
- where grievances arise follow the ‘Concerns Policy’

Our school does not have extensive resources to provide counselling and other services. We ask parents to seek outside help for their children if needed. The school is there to assist in this process if required.

HOW TEACHERS CAN SUPPORT STUDENTS

Teachers can support students by clearly explaining school rules and expectations, being good role models, being organised, consistent and respectful and engaging in a process of self-evaluation (see lesson checklist).

LEVELS OF BEHAVIOUR MANAGEMENT

Teachers in our school seek to encourage positive behaviour. Appropriate or acceptable behaviour is that behaviour which supports mutual rights, safety and fair treatment of self and others.

Teachers must at all times reflect in their behaviour, the values that are expected of students to be courteous and respectful to all others.

Teachers must consistently implement the school’s behaviour code and follow through on all breaches promptly and with procedural fairness.

Procedures for fair disciplinary action at any level require staff to:

- Conduct investigations without undue delay
- Ensure that they do not decide a case in which they have a conflict of interests
- Act fairly and without bias
- Outline the alleged behaviour
- Allow the student to respond (the student may be allowed put their case orally or in writing)
- Consider the response
- Make reasonable inquiries or investigations before making a decision
- Indicate the school’s view and likely action to the student, parents / guardians
- Consider any further comment or appeal particularly in relation to suspension, expulsion or exclusion
- Make a final decision

In the following tables, levels of behaviour have been defined, which apply to the breakdown of the rights and responsibilities as discussed above. The emphasis here is on leading, guiding, encouraging and instructing.

The following proactive strategies will be implemented by staff to encourage acceptable behaviour:

- lesson and classroom management planning (see ‘ Behaviour Management Lesson Checklist’ for teachers)
- punctual supervision
- encouraging children to see that alerting a teacher to problems in the play area is not 'dobbing' but helps to create a positive social environment through communication.
- Using discussion, stories, role plays in class to explore the effects of bullying and or other forms of violation. Additionally, the class curriculum should reflect the importance of peer respect and support, good communication skills and problem solving.
- clear rules communicated in class and through assemblies about what kinds of games can be played where, play ground boundaries etc

LEVELS OF BEHAVIOUR MANAGEMENT

Teachers must:

1. Keep daily notes of incidences of unacceptable behaviour
2. Use the “**Incident / Accident Report form**” for reporting incidents of behaviour from Level 2 up, (or at the 3rd Level 1 “time out” in a week)
3. For incidents that involve ‘bullying’ use this policy in conjunction with the ‘**Behaviour Management Dealing with Bullying**’.
4. For incidents that involve ‘violent or aggressive behaviour’ use this policy in conjunction with the ‘**Behaviour Management, Violent or Aggressive Policy**’.

Documentation is vital.
Keep daily notes of any unacceptable behaviour.

Level	Student Behaviour	Teacher Action, Consequences and Strategies	Extra Support
0	<p>Student adheres to school rules. Student respects the rights of self and others, is co-operative and self-controlled.</p>	<p>The aim here is to encourage and acknowledge the student. Positively reinforce behaviour with appropriate comments and specific feedback.</p>	<p>Involve colleagues in recognition of student's</p> <ul style="list-style-type: none"> - achievements, - assemblies - positive behaviours noted
1	<p>Essentially respects rules and the rights of others, but is involved in minor disruptions of low intensity and frequency.</p> <p>For example:</p> <p>Classroom: Distracting others Finger tapping Off task Calling out Out of seat Passing note Not following instruction Not participating Not keeping hands to self (e.g. niggling, tapping others etc)</p> <p>Playground: rough play unfair play pushing out of bounds exclusion teasing put downs</p>	<p>The aim here is to make the child <i>conscious</i> of error and redirect into appropriate behaviour</p> <p>1. Procedures to be used by all teachers consistently:</p> <ul style="list-style-type: none"> • Start with warning or reminder – 2 only (First a verbal warning, next name written on board) • The 3rd time a teacher needs to remind is instant “timeout” at next playtime. Indicate this using a tick beside name on board. 5 mins for Class 1 / 2 and 10 mins for older grades. <p>Note: If any of these behaviours persist or are displayed at a higher intensity see next level. Three Level 1 infringements in a week are then considered a Level 2 infringement with subsequent procedures.</p> <p>2. Along with the above procedure teachers may choose to:</p>	<p>Bring parents in early while a situation is still minor. Persistent behaviour at any level should be reported to parents.</p> <p>Consult with Faculty or other colleagues for feedback in handling certain situations if support is needed.</p> <p>A specialist or casual teacher should notify class teacher depending on the severity of the infringement. NB: This will help to identify those children who need co-adjuvancy before situations escalate.</p> <p>A child study may be carried out at a pedagogical level at the indication of the class teacher.</p> <p>Give plenty of positive feedback to support and encourage positive behaviour.</p> <p>Let parents know when positive behaviour has occurred.</p>

		<ul style="list-style-type: none"> • Question and clarify e.g. “Is there something I can do to help?” • Express disapproval. • Use humour to distract or redirect stray energy (not sarcasm). • Clarify rights/rules about safety, respect and care. • Outline the consequences of the behaviour • Send to another class. (To be avoided. Use as last resort) • Write down or ask self: “What has been done and what could be done better?” • Ask child “What can you do to resolve the situation?” e.g. written apology <p>3. If behaviour persists after timeout received:</p> <ul style="list-style-type: none"> • Use Behaviour Incident Report form if behaviour does not improve during the day. Parents to receive a copy. <p>4. In case of a dispute</p>	
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		<p>between students:</p> <ul style="list-style-type: none"> • Listening to both sides of the conflict is important and this may involve addressing the situation during break time or other available time so as not to disrupt the class. • Note the occurrence and if unable to deal with it immediately, deal with it as soon as possible • In case of significant incident interview both children separately using non-leading questions, writing down the responses. Also interview witnesses. 	
<p>2</p>	<p>Infringes the rules and rights of others or displays behaviours at a higher frequency or intensity than level 1. e.g.</p> <ul style="list-style-type: none"> • Teasing • Talking back • Throwing things • Rudeness • Disrespect of others in class • Disrespect of teacher or other staff member • Not following instruction or class rules <p>Playground:</p> <ul style="list-style-type: none"> • teasing, • exclusion, • on going formation of cliques, 	<p>At this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave at school.</p> <p>1. Procedure to be used by all teachers consistently:</p> <ul style="list-style-type: none"> • Loss of complete playtime. Inform the duty teacher of this • Complete an “Unacceptable Behaviour Report Form” and send a copy home • Copy of Report form given to Class Teacher (if they were not observer). • Can also speak to or phone parent at teacher’s discretion. • In the case of rudeness 	<p>Duty/Specialist teacher discusses with class teacher behaviour of child.</p> <p>Class teachers to work with children "What's the Problem?" (older children can discuss or write about the problem, younger children can draw a picture; collect and kept in student files).</p> <p>Consider recommending to parents that the child receives “Extra Lesson” as this may help resolve problems before they develop further</p> <p>A Child Study may occur at pedagogical meeting.</p>

	<ul style="list-style-type: none"> • continual fighting, • throwing sticks, or stones • verbal abuse, • rudeness, • rudeness to teachers and other adults • damaging property 	<p>to staff or another class member there will be a written apology as well as "time out"</p> <p>2. Completion of 2 'Unacceptable Behaviour Report forms', within one term, warrants a letter to parents requesting a meeting with class teacher</p> <p>From this meeting agreements are to be made regarding future conduct and consequences.</p> <p>A report is to be made by the class teacher and copies given to Parent/s and to Administrator to be filed.</p> <p>3. In case of a dispute between students use process outlined in Level 1 above.</p>	
<p>2a: If two parent/teacher interviews regarding the same type of behaviour have occurred and no resolution found then consideration should be given to the adoption of a Behaviour Plan.</p>			
<p>3</p>	<p>Seriously and regularly breaches the rights of others (what time frame this is within depends on the behaviour... it may be within a day or a week or a month)</p> <p>OR displays behaviour at a higher intensity than level 2.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Verbal or physical assault • Intimidation. • Defiance • Isolated 	<p>As above, at this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave towards others.</p> <p>1. Procedures to be used by all teachers consistently:</p> <ul style="list-style-type: none"> • Child automatically loses entire playtime. Play time will be spent on time out appropriate to age & behaviour. • Parents may be asked to collect child immediately. 	<ul style="list-style-type: none"> • 5 minute weekly 'touch base' meeting with another teacher (for term) • Recommend an Extra Lesson programme. • Consider the benefit of an Anthroposophical therapist, counsellor and diagnosis of possible underlying condition.

	<p>serious breaking of rules</p> <ul style="list-style-type: none"> • Damaging property <p>Playground:</p> <ul style="list-style-type: none"> • Less serious verbal or physical attack. • kicking and hitting, • intimidation • defiance • throwing sticks and stones at people. • isolated serious breaking of rules. • vandalism. 	<ul style="list-style-type: none"> • Parents notified in writing • Duty teachers to be notified. • Report to be filled out. <p>Where there have been 2 previous reports completed for the child:</p> <ul style="list-style-type: none"> • A third report is to be filled out and filed. <p>and</p> <ul style="list-style-type: none"> • A behaviour plan is to be devised by Class Teacher, another teacher, Parent and Child (see Behaviour Plan) • Class teacher to ensure all other teachers and Administrator aware of the plan and how it works. All staff to take responsibility for ensuring Plan adhered to in all lessons, with Class teacher having overall responsibility. Consistency very important. 	
<p>4</p>	<p>Seriously and continually violates other's rights</p> <ul style="list-style-type: none"> • Violent behaviour, verbal or physical assault. • Vandalism. • Showing insufficient signs of change despite all efforts at seeking a 	<p>The child by now is likely to be on a Behaviour Management Plan, due to having 4 reports made.</p> <p>Fifth report will result in Immediate suspension for two days</p> <p>Sixth report will result in Second suspension for five days</p>	<p>Meeting called between Class Teacher, Executive Chairperson, Another member of Executive or Faculty, Parent and Child</p> <p>Formal request that parents seek outside support e.g. Counsellor, Therapists Anthroposophical Doctor.</p> <p>Non Government School Psychologist available to assist if parents willing.</p>

	<p>resolution of the inappropriate behaviour as outlined in the Behaviour Management Policy.</p> <p>Playground:</p> <ul style="list-style-type: none"> • Serious violent behaviour, verbal or physical (see Violent & Aggressive behaviour policy) <p>Showing insufficient signs of change despite all efforts at seeking a resolution of the inappropriate behaviour as outlined in the Behaviour Management Policy</p>	See suspension procedures	Midland Child Health Services
5	In extreme circumstances expulsion will occur	See Suspension and Expulsion procedures.	

NOTE: If teachers are dealing with serious and / or extreme behaviour, further information to help teachers to understand their duties can be found under other relevant policies, such as:

Bullying Behaviour

See Behaviour Management – ‘Dealing with Bullying Behaviour’

Violent and Aggressive Behaviour

See Behaviour Management – ‘Violent and Aggressive Behaviour’

KINDERGARTEN BEHAVIOUR POLICY GUIDELINES

In the Kindergarten, most behavioural difficulties will be worked with in the classroom. The Steiner Kindergarten teacher works mostly with a creative approach to discipline. The main tool is a very strong rhythm and an imaginative approach to introducing any change throughout the day, e.g. all transition periods are carried by verses and songs.

Another tool to resolve behavioural difficulties is to bring a strong message through a story told by the teacher for a whole week.

If difficulties persist after taking these approaches, the following steps will be in place:

One needs to respond to a disruptive action immediately in a clear and simple way. Explanations and justification often create confusion in the child and place undue burden on them, entering them into the adult world of responsibility before their time. If a child hurts someone else, he/she should be encouraged to care for that person.

How Kindergarten Teachers respond to an unacceptable behaviour or action.

1. Redirect the child's energy e.g. encourage the child to play with someone else, give a job (sweeping).
2. Keep the child with them.
3. Remove the child from the playground or room for a certain time (with supervision).
4. If behaviour continues, meet with and speak to parents.

STEP 1

Bring child close to the teacher to ensure other children are safe.

STEP 2

Find more appropriate tasks for the child.

STEP 3

Inform parents – arrange a meeting to discuss further approach.

STEP 4

Bring in outside agencies such as Anthroposophical counsellor or Non-Govt Schools psychologist.

STEP 5

In rare cases, it might be necessary to send a child home, eg if other children are endangered.

Teacher will discuss difficulties in pedagogical meetings to seek support. In some cases, the support of the Extra Lesson teacher at the school might be beneficial or the referral to other Specialists.

BEHAVIOUR PLAN

What is a Behaviour Plan? A Behaviour Plan is a plan of action that is drawn up to assist a child who is experiencing difficulty with their behaviour.

The purpose of a Behaviour Plan is to empower a child rather than punish the child.

A Behaviour Plan is made after a child has reached level three of the “LEVELS OF BEHAVIOUR MANAGEMENT” table.

A Behaviour Plan is drawn up in consultation with Class Teacher, another teacher, Parents and child (and support person at parent discretion).

It is the Class Teacher's responsibility to ensure all relevant staff is informed when a behaviour plan is in place.

A Behaviour Plan will consist of:

- date of meeting
- who was present at the meeting
- behaviours needing change
- strategies for changing those behaviours
- method of recording progress
- date of next meeting
- duration of the plan
- names of teachers to be in weekly meetings
- outside agency support if sought

A behaviour plan may turn a child around or it may not.

It can be an excellent positive strategy. It allows the child to see their own progress and to receive considerable positive feedback for their efforts. It can often allow the child to change considerably.

Regular parent interviews are essential.

If a behaviour plan is not successful then further strategies (counselling and other outside assistance) will be used.

If, after the above are implemented and there is little change, then suspension and possible expulsion will occur.

**Silver Tree Steiner School
Behaviour Plan Form**

Students Name: _____

Date of Meeting: _____

Persons Present: _____

Previous related issues: _____

Reason for plan – At least Three Behavioural Reports (must be sent home) and at least 2 previous Parent /Teacher Interviews (or in cases of sudden and serious Level 4 misbehaviour)

Teacher’s view of the situation

Child’s view of the situation

Parent’s view of the situation

Agreed behaviours that need to change

Strategies on how to support these changes

Teacher agrees to

Child agrees to

Parent agrees to

Next review meeting (recommended weekly) Date: _____

- Signed _____
_____ Parent(s)
_____ Class teacher

Comments on progress:

Behaviour Plan Methodology:

After the Behaviour Plan Meeting, the following will occur:

1. Teacher to define in simple, plain English the main behaviours that need to change (use positive language where possible).
2. Fill in a “My Goals” chart (see attached) for each day and adhere pages in small exercise book with student name on cover.
3. Student is responsible for ensuring his/her teachers mark this book 3 times a day.
4. Book to go home in evening for parents to sign and comment, then must return with child next day.
5. Book to be brought to weekly meetings between parent, teacher, child.
6. Teacher/s to positively encourage all progress shown in book.
7. If good progress shown student to remain on plan until class teacher and supporting teacher satisfied behaviour has changed adequately.
8. If poor or no progress shown and the behaviour plan is not successful then further strategies (counselling and other outside assistance) will be required to be used by parents and school.
9. Regular parent interviews are essential.
10. If, after all the above are implemented and there is little change, then suspension and possible expulsion will occur.

MY GOALS CHART

(Example)

My goals

Teachers to give student grade out of 10 for their behaviour during each session against the expected criteria

Name of student: Billie

Date	I will:	Morning	Middle	Afternoon	Parent signature / comment
Mon 3/5	Speak politely to my teachers	7/10	9/10	4/10	We have talked with Billie about speaking nicely to adults
	Only touch other people nicely	9/10	10/10	10/10	We are really proud of this Billie... well done!
	Do as I am asked by my teachers	3/10	5/10	10/10	We can see Billie improved during the day... good stuff

MY GOALS CHART

My Goals

Teachers to give student grade out of 10 for their behaviour during each session against the expected criteria

Name of student: _____

Date	I will:	Morning	Middle	Afternoon	Parent signature / comment

PROCEDURES CONCERNING SUSPENSION AND EXPULSION OF STUDENT

General Principles

The Silver Tree Steiner School makes every effort to ensure that education is a rewarding and relevant experience for all students.

The school promotes good discipline in order to ensure effective learning.

It is essential that suspension and expulsion are strategies to be used only in extreme cases of misbehaviour.

It is the responsibility of the Class Teachers and Administrator to ensure that the students, parents and staff are fully aware of these procedures.

The Class Teacher will seek early and positive support from parents or caregivers in resolving discipline and behaviour problems.

A student who is extremely insolent, persistently disobedient, and disruptive or continually harasses other students or staff may be suspended from school (see Level 4 Behaviour Management). Suspension provides a period when all parties can seek a positive resolution to the problem.

Violent behaviour must be dealt with swiftly and will result in immediate suspension.

Parents will be formally notified, in writing, of the serious breach to the school rules or discipline code that has resulted in suspension. A meeting will take place. The Class Teacher, Parent(s), Administrator and child to formalise a Behavioral Plan to support the child's return to school.

Detailed records (Unacceptable Behaviour Form/Behaviour Plan) must be created and maintained in relation to any serious student misbehaviour particularly where that misbehaviour may lead to suspension or expulsion.

Any action by a student that could constitute a criminal offence must be reported to the police.

The Class Teacher, another Teacher, the Administrator, The Chair of the Board of Governors and another Board Member are needed to ratify expulsion.

Urgent circumstances

In circumstances where violence has occurred, or where for some reason the safety of students or staff is considered to be at risk, the Administrator in consultation with the class teacher will immediately suspend the student pending determination of the appropriate action to be followed. (see Violent and Aggressive Behaviour Policy).

If a student's behaviour is threatening to other students or staff, the teachers or Administrator may call the police.

Non-urgent circumstances

Except in the case of immediate suspension in extreme circumstances before suspension is considered Administrator together with the Class Teacher will:

1. ensure that all appropriate school student welfare strategies and discipline options have been applied and documented and that appropriate personnel have been involved;
2. discuss with the student and parents or caregiver the unacceptable behaviour, consequences and clear expectations of what is required; (this may include a Behaviour Plan)
3. record action taken.

Suspension Procedures

In cases of suspension - both short and long - the Administrator, Class Teacher and/or another Teacher will:

1. Give the student the opportunity to express his or her view of the incident(s). This view must be taken into account before a decision is made to suspend, except in cases of violent behaviour (see steps for procedural fairness).
2. Inform the student of the precise grounds upon which suspension is being considered.
3. Notify the parents or caregiver in writing of:
 - the suspension;
 - the date and probable duration of the suspension;
 - the reasons for the suspension;
 - the expectation that the student will continue with studies at home;
 - the importance of their assistance in resolving the matter;
 - the need to involve outside support e.g. counsellor, Doctor, therapist.
 - their responsibility for the care and safety of the student while under suspension
 - any intention to proceed to expulsion;
4. Convene a meeting of the Administrator, Class teacher, Parents and child to discuss appropriate action in the interests of the student and of the school.
5. Ensure conditions for re-entry into the school are clearly stated.
6. Follow up interviews with parents and student must occur within a month.
7. Record actions taken.

b) Long suspension - five days

1. If a short suspension has not resolved the problem or the behaviour is so serious as to warrant an immediate long suspension, Administrator will advise the Board of Governors.
2. The Administrator together with the faculty will ensure that all relevant documentation is retained on file at the school, for review by the faculty who will make recommendations for further action.
3. The Class Teacher and/or other Class Teachers will offer to develop, with the student and parents or caregiver, an agreed study program to be undertaken by the student during the period of suspension.
4. No more than two long suspensions will be imposed on an individual student in any one calendar year without the approval of the Administrator and Board of Governors.
5. If after two long suspensions the matter has not been resolved, alternative strategies must be considered, including alternative educational programs or expulsion.

EXPULSION PROCEDURE

In extreme circumstances the Administrator and Board of Governors may recommend expulsion. In these cases the student will be immediately suspended pending their joint decision in consultation with the faculty.

Expulsion may be recommended following violent behaviour or the bringing of weapons or drugs to school, irrespective of any police action taken or continued cases of serious misbehaviour.

Before expulsion is enforced the following must be considered:

1. Responses given by the parents/care giver and student will be considered prior to a final decision.
2. Final decision of expulsion lies with the Administrator and Board of Governors in consultation with the Class Teacher.
3. A follow up interview will be offered to parents/student.

The school needs to determine the maximum period of suspension that can apply. Planning for the student's return and consultation with the parents must occur during the time the student is suspended and be completed before the student returns.

It is important that the Administrator:

- Inform the student and their parent (unless the student is an adult student or an independent minor) of the reason for the proposed suspension and the intended duration of the suspension; and
- Provide the student and their parent (unless the student is an adult student or an independent minor) a reasonable opportunity to respond. If the Administrator cannot contact the parent by phone then they must send a letter outlining the intent to suspend and providing the parent with the opportunity to respond.

Conditions that are attached to a period of suspension should specify:

- Any permission granted for the student to attend school during their period of suspension;
- The school response to a student entering school property without specific permission being given by the Administrator;
- That the parent is responsible for the student during the period of suspension from school; and
- Any other specific conditions considered to be necessary by the Administrator.

Documented education plans need to be revised after a suspension

EXCLUSION OF A STUDENT

The Administrator can recommend that exclusion be made as a consequence of student behaviour that breaches school discipline when the student's behaviour:

- Has threatened the safety of any person on the school premises or participating in an educational program of the school;
- Is likely to cause or result in damage to school or personal property; or
- Has significantly disrupted the education instruction of other students.

The behaviour that leads to a recommendation for exclusion can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite intervention.

RESTRAINT AND PHYSICAL CONTACT

Restraint is defined as ‘the forcible and involuntary deprivation of the liberty to move about. If an individual has been deprived of the liberty to move freely and if that deprivation was forcibly imposed against the will of the individual, the individual has been restrained.’

Restraint and physical contact should be a last resort. According to the United Nations Declaration of Human Rights (1948), we violate the rights of individuals to whom we are providing services when we:

- physically force them to stop doing something they want to do when what they want to do is not dangerous;
- physically force them to start doing something we want them to do.

PHYSICAL CONTACT TO CARE FOR A STUDENT OR TO MAINTAIN ORDER

Physical contact with students differs to restraint in that it uses little or no physical force and its purpose is to correct or direct a student.

Before using any form of physical contact with a student, the following should be considered:

- Age of the student
- Situation in which it is used
- The purpose of the physical contact
- The likely response of the student.

To maintain order it is preferable to use verbal strategies initially to manage the student’s behaviour. However, reasonable physical contact may become necessary, and can include situations which staff is required to defend themselves from physical harm.

Physical contact can include escorting a student by the arm or hand, holding, guiding or shepherding. It is not to be used when intended to provoke or punish a student, or to cause pain, injury or humiliation.

PHYSICAL RESTRAINT

Physical restraint should only be considered once alternatives have failed or are deemed inappropriate. Physical restraint should only be used if a student is acting in a manner that places at risk the safety of any person.

The use of physical restraint should only be done once the school has participated in training, and should have regular training updates to maintain knowledge and skill levels.

When restraint is used:

- It will be used in such a way as to minimise or prevent harm;
- Staff members will maintain communication with the student in an attempt to de-escalate the situation and end the restraint as soon as possible;
- It will stop as soon as staff determine the student is no longer presenting a risk to safety;
- The Administrator will provide appropriate support to staff, the student and parents as required after the restraint.

Staff required to use restraint on an ongoing basis to manage the behaviour of an individual student need to ensure that information on this is included in the student’s documented plan. Planning for the ongoing use of restraint requires a collaborative approach between the Administrator, the student’s parents and staff.

The student's documented plan should include the following information:

- Conditions that will lead to the use of physical restraint;
- Situations in which physical restraint is not to be used with a student;
- Situations that will result in the removal of other students from the immediate environment;
- Staff willingness and ability to use physical restraint as an agreed management strategy;
- Assistance to be provided for staff who are involved with physical restraint;
- Regular review of the behaviour management plan is essential in order to reduce and/or remove the need for physical restraint.

When physical restraint has been used, the incident must be recorded by the staff member and reported to the Administrator.

It is important that the written record of incidents where physical restraint is used include:

- Location of the incident;
- Name of witnesses (staff and/or students);
- Incident outline including student's behaviour, what was said, steps taken, degree of force applied, and how applied;
- Student's response and outcomes; and
- Details of any injury or damage to property.

A documented plan should be revised after a physical restraint has occurred, to ensure strategies are appropriate and to reduce the need for physical restraint in the future.

ISOLATION/SUSPENSION

Seclusion is the restricting of voluntary movement by locking an individual in a room. If an individual cannot leave the room at will, the room is considered locked. In considering this course of action, referral to the Administrator is required and the completion of a checklist as provided in Appendix A is required.

Silver Tree Steiner School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

DRUGS

Possession of or use by students of any illegal drugs at any time at Silver Tree Steiner School, on school excursions, at functions, or en-route to and from school will result in immediate suspension and will be taken as grounds for possible expulsion.

- a) Possession of or use by students of alcohol or tobacco at any time at Silver Tree Steiner School on school excursions, at functions, or en-route to and from school will lead to immediate suspension with a view to expulsion.
- b) Students who are on prescribed medication must follow the Prescribed Medications Policy. The school will query any medication in possession of or used by students who do not have a medical agreement form at any time on school excursions, at functions, or en-route to and from school.

FLOWCHART - DISCIPLINE POLICY

- **A parent meeting may be arranged at any time by a teacher to discuss a student’s behaviour.**
- **An incident report must be submitted by the adult on duty and any others who have been involved in an incident/accident.**

PART A

In most instances behaviour issues are handled and resolved using these three complementary strategies:

<p>1) Steiner Curriculum and Approach to Teaching</p> <ul style="list-style-type: none"> • Implementation of the Steiner Curriculum which meets the child at each stage of development. • Teaching approach which nurtures the children and involves the head, heart and hand. 		
<p>2) Proactive Strategies</p>		
<p>a) Emphasis is placed on positive behaviour and students receive positive feedback and attention for positive behaviour.</p>	<p>b) Teachers use in class discussions, stories, role-plays etc to explore the effects of bullying and the importance of peer respect and support. Teachers help students to develop social skills, including communication and problem solving skills.</p>	<p>c) Clear classroom rules using a class behaviour plan are implemented fairly and consistently by all teachers that teach a particular class.</p>
<p>d) Teachers arrive punctually for playground supervision.</p>	<p>e) Students see that alerting teacher to a problem is not “dobbing”.</p>	<p>f) Promotion of respectful, healthy, age appropriate behaviour in the playground.</p>
<p>3) Restorative Justice Practices</p> <p>Significant tool used consistently and fairly throughout our school to manage most conflict and harm. (Please see separate sheet for details about this approach, which was adopted by the school in 2010 and is to be reviewed by staff at in-service sessions and faculty meetings.)</p>		

PART B

If behaviour issues are not resolved using the three strategies above or are deemed to need a more immediate response, various actions may be taken according to the teacher’s discretion and professional judgement. (See Behaviour Student Code of Behaviour and Discipline Policy for description of various behaviours and the consequences.)

PART C

When it is deemed necessary, the following formal disciplinary measures will be followed through. Parents will automatically be informed when these measures are taken.

Detention

- Generally three entries in the Behaviour Record Book will incur an automatic out-of-school time detention.
- At a teacher's discretion, a one-off serious misdemeanour may incur an automatic out-of-school time detention.

Disciplinary Meeting / Formal Restorative Justice Conference

- Two detentions in one term or when a teacher believes a misdemeanour warrants it, a disciplinary meeting will be organised. This meeting may involve a range of people including but not limited to student, student's parents, class teacher, discipline coordinator and those affected by the misdemeanour.
- An Individual Behaviour Plan may be created.

Suspension

- At any time an in-school or at-home suspension will result if a student seriously or continuously violates school rules, the rights of others or shows insufficient signs of change despite all efforts at seeking a resolution.

Suspension must be approved by the Administrator: The Board of Governors must be duly informed.

Exclusion

Exclusion may take place only where a long suspension has not resolved the problem and it is considered that the student might develop self-discipline and cooperative behaviour in a suitable alternative school.

Expulsion

NOTE: The Administrator and the Board of Governors are needed to ratify an expulsion.

Procedures with regard to Suspension, Exclusion and Expulsion are available from the Administrator.

RESTORATIVE PRACTICES**Introduction and Overview**

The Silver Tree Steiner School is adopting the Restorative Justice Practices approach as a tool to deal with behaviour issues. These Restorative Practices aim to allow all parties to share their experiences and hear the experiences of others and then find ways to restore a situation so that all parties feel that justice has been done.

- Despite acknowledging this empowering approach, teachers and other staff retain the right and obligation to use their professional judgement and personal authority to deal with students and behaviour issues.
- The Restorative Justice approach requires all parties to be willing participants

Corridor Conference Approach

Using the restorative practice approach, the teacher will usually act as a facilitator and would use the following language and questions as a guide.

Wrongdoer	Person Harmed	Back to Wrongdoer
What happened?	How have you been affected?	Does that seem fair? If not, what needs to happen?
What were you thinking at the time?	What's the hardest or most difficult part?	Is there anything you would like to do or say?
What have you thought since?	What would you like to see happen?	<u>Facilitator - Remember to:</u>
Who has been harmed / affected? How?		<ul style="list-style-type: none"> • Use silence • Say "tell me more" or "say more about that" • Give time to reflect & if necessary come back to them
What needs to happen to repair the harm/make things right?		

Debriefing Questions

Standard Debriefing (No harm)	Debriefing Harmful Behaviour
What happened?	What happened?
What was the hardest or most difficult part?	What were you thinking at the time?
What could you do differently next time?	How do you think (other person/members of group) feel/s?
	What could you do differently next time?
	Is there anything you want to say or do?

Formal Restorative Justice Conference

In situations of significant conflict or harm it may be necessary for a more formal "round table" type conference to take place. This may involve an independent experienced facilitator, and it may be appropriate for various parties to invite a supporter to accompany them.

REFERENCES

AISWA Behaviour Management Policy and Procedure Guidelines

Available: <https://www.ais.wa.edu.au>

Restorative Justice Program (International Institute of Restorative Practices)

Available: <http://www.iirp.edu/>

School Education Act (WA) 1999 and Regulations 2000 (WA)

Available: <http://www.slp.wa.gov.au/legislation/statutes.nsf>

APPENDIX A: Protective Isolation - Checklist

<p><u>PLANNING THE STRATEGY</u></p> <ul style="list-style-type: none"> • Through a case management approach a documented plan to manage behaviour has been developed, agreed to by parents/caregivers and implemented. • The documented plan considers: <ul style="list-style-type: none"> - individual needs; - student health, medical or disability related factors; and - critical social, emotional, and developmental factors in a student’s life. • The Protective Isolation strategy is one component of a documented plan for a student whose behaviour places themselves or others at risk. • Clearly defined and achievable behavioural goals for using Protective Isolation are explicitly stated. Goals are in the interest of the student, rank ordered and sequenced. The frequency and duration of use is negotiated prior to use. • Parents are made aware of alternative options to Protective Isolation and the consequences of use or non use of a Protective Isolation strategy. • Positive reinforcements are identified and their use planned as part of the Protective Isolation strategy. • The decision to use Protective Isolation is made by the principal in consultation and input from parents, inter-agency partners, a school psychologist with expertise in behaviour management and the district manager student services. 	
<p><u>THE LOCATION</u></p> <ul style="list-style-type: none"> • A Protective Isolation location is established on a needs basis, to be used in extreme (but planned) circumstances. • The physical requirements of a Protective Isolation location are carefully considered and include: <ul style="list-style-type: none"> - The student being monitored at all times; - Adequate room size; - Adequate ventilation and illumination; - A mechanism by which staff can observe the student at all times; - Windows with “safety glass”; - Door release mechanisms; and - Safety of the environment. 	
<p><u>APPLICATION</u></p> <ul style="list-style-type: none"> • Regular consultation and communication between the school and parents is maintained. Parents are informed each time Protective Isolation is used. Similarly, where possible, the child is involved in the decision making process for the use of Protective Isolation. • Physical contact with the student by staff complied with Regulation 38 of the <i>School Education Regulations 2000</i>. [While this section of the Act is for government schools, non-government schools would follow the spirit of the legislation.] • The student is monitored at all times by an appropriate staff member when in the Protective Isolation facility. If the supervising staff member feels that the student’s behaviour escalates to a point where physical or emotional harm may result, the Administrator will be immediately advised and alternative risk management strategies considered. The student also needs to be able to communicate with staff. • Precise records are kept regarding the frequency, duration, reason for and outcomes of Protective Isolation. Behavioural observations are also recorded and meetings documented. Data on Protective Isolation use is analysed. 	