

Blue Mountains Steiner School

Policies and Procedures



Pastoral Care and Positive Behaviour 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

Compliance

The College of Teachers has developed these procedures to comply with section 105 of the *Education Act 2004*. These are to give clear directions to staff on the following:

- roles and responsibilities of staff and parents under specific circumstances relating to suspension, exclusion and transfer.
- Requirements for supervision and re-entry
- Alternatives for continuing the child's education

A copy of the policy and procedures are to be made available to children and parents of the school community.

Introduction

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

The aim of the Pastoral Care and Positive Behaviour 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 Blue Mountains 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

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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 ie., 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.

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 stated 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.
- *Corporal punishment is prohibited. Staff (this includes volunteers and parents on school grounds or involved in any school activities both on or off site) must not, under any circumstances, use any form of discipline or behaviour management that involves corporal punishment or engage in any form of behaviour that could constitute the physical or emotional abuse of students.*

Rights

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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.

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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.

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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
- support us to get specialist help or diagnoses outside of school where it is required
- ensure that children have enough sleep and come to school rested – no late nights on Monday, Tuesday, Wednesday, Thursday and Sunday
- ensure that children have a healthy diet
- TV, videos and computer games to be minimized, none before school 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 'Grievance Policy'

Our school does not have the 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. Please see our 'Student Welfare Communications policy'.

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).

The school seeks to develop of culture of restorative practice and positive discipline by setting clear expectations of students and encouraging hard reducing behaviour. Strategies include:

- Clearly setting behaviour expectations
- Establishing specific teaching and learning programs
- Communicating expectations with the wider school community
- Maintaining records with respect to student behaviour
- Incorporating into the classroom a restorative approach to dealing with emotional regulation, behaviour issues, conflict management and reparation of harm.

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The following information will help teachers to understand their duties, find links to other relevant policies and guide students.

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School Rules

General

Children are to:

- speak to each other respectfully
- keep hands and feet to themselves (this rule will be enforced by the school according to lessons, play, age and gender appropriateness)
- look after school and personal property
- follow instructions given by staff
- act and move safely
- be in the right place on time
- use internal pathways
- participate in an environment of “it’s ok to tell” along side the guidance of their teachers

Children are not to:

- be in the classrooms without a teacher
- bully other children
- go out of bounds or climb trees
- display inappropriate, exclusive or overextended physical contact or affection (this rule is age and gender specific)

Play Areas

- Kindergarten - only in Kindergarten
- Paved areas and veranda’s in front of classrooms 1 & 2 (Eucalypt and Angophora Buildings) – classes 1 & 2
- Paved areas and veranda’s in front of hex buildings (Banksia and Hakea Buildings) - all classes
- Breezeway - all classes
- Amphitheatre – all classes
- Court for Classes 3,4,5,6 on roster basis
- Bush area for classes 2,3,4,5,6 on a roster basis
- Cubbies must be dismantled at the end of each term. Disputes over cubby materials should be referred to the duty teacher. Wood only.

Out of Bounds

- Paved area in front of classes 1 & 2 for all other classes
- Car park
- Knoll area
- Blackberry / bush areas (behind amphitheatre fence)
- Mini oval
- Behind or under class rooms
- Areas to be determined for special events and events out of school hours

Bell Times: Monday – Thursday

- 9.00 a.m. Inside time – Morning Circle and Main Lesson
11.30 a.m. Inside time – Middle Lessons
1.45 p.m. Inside time – Afternoon Lessons

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1. Eating time for morning tea 11.00am to 11.10 am - eating in classroom with class teacher
 2. Eating time for lunch 12.55 to 1.05 – eating in classroom with class teacher
- During morning tea and lunch eating times, play areas out of bounds.
 - If classes have extended play-time, the class teacher is responsible. The teacher should have children within his/her sight. The play needs to be away from classrooms.
 - Teachers need to be on duty by 11.10 am and 1.05 pm
 - If children arrive late to class after morning tea and lunch, class teacher follows up with consequences
 - No children in classroom during recess and lunch unless supervised by a teacher additional to the rostered duty teacher.

Friday Bell Times and break times are different. See Duty Timetable.

Wet Weather

- Annual duty allocated to **class one teacher** for 'wet weather' decision – teacher to send runner to other classes to advise of wet weather.
- Children to play under cover area closest to their classroom.
- Children can only go into classroom for quiet activities (no running around) if supervised by a teacher.
- Teachers supervise their own class.

Hats

- Hats to be worn outside at all times.
- No hat, no play – one reminder only - children put on hats before going out to morning tea, lunch.
- If no hat, then must stay on breezeway.
- Shoes must be worn at all times.
- See 'Clothing Policy' and 'Sun Protection Policy'.

Food

- See 'Food Policy'

Bullying Behaviour

- 'Behaviour – Our Approach to Bullying Policy'

Violent and Aggressive Behaviour

- 'Violent or Aggressive Behaviour Policy and Procedures'

Transport (mini bus, bus and train)

- 'Transport Policy'

Supervision of Students / Duty

- 'Duty Guidelines for Teachers'
- Duty Roster for current term
- Duty of Care – Information Sheet for AIS NSW Member Schools
- Attachment 1 to Code of Professional Practice – Code of Conduct for the Care and Protection of Children

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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.

Blue Mountains Steiner School is committed to ensuring procedural fairness by implementing restorative practices when managing behaviour and students' needs. This may include implementing our behaviour management plan. The principles of procedural fairness include the right of a student to:

- Participate in facilitated restorative practice conversations, which include student agreements, follow-up meetings and natural consequences.

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 interest
- 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

Use the "**Behaviour Incident Report / Statement form**" for reporting incidents and the "**Unacceptable Behaviour Report Form**" according to the level indicated on the following tables. For incidents that involve 'bullying' use this policy in conjunction with the 'Behaviour – Our Approach to Bullying Policy'.

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:

- Strategies for developing a culture of restorative practice and positive discipline by setting clear expectations of students and encouraging hard reducing behaviour. Strategies include:
 - Clearly setting behaviour expectations
 - Establishing specific teaching and learning programs
 - Communicating expectations with the wider school community
 - Maintaining records with respect to student behaviour

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- Incorporating into the classroom a restorative approach to dealing with emotional regulation, behaviour issues, conflict management and reparation of harm.
- 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

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Levels of Behaviour Management Related to the Classroom

When referring to the Behaviour Levels as below, all attempts should be made to approach the situation with Restorative Practices. That is, understanding the needs of the child/ren involved with the aim of restoring harm, in line with the whole-school Restorative Practice approach. Before any warnings or consequences are given, considerable attempt at restorative conversations should be implemented, by using the guiding questions as follows:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you did and in what way?
5. What do you think you need to do to make things right?

For Level 1 and beyond as per the following table, parents will then be notified of the behaviours and the outcome of the restorative conversations, seeking support from parents if required.

Only if these attempts are unsuccessful or the behaviour escalates, continue with the 'actions/consequences/strategies' as outlined in the table below:

Level	Student Behaviour	Teacher Action, Consequences and Strategies	Extra Support
0	Student adheres to school rules. Student respects the rights of self and others, is co-operative and self-controlled.	The aim here is to encourage and acknowledge the student. Positively reinforce behaviour with appropriate comments and specific feedback.	Involve colleagues in recognition of student's achievements <ul style="list-style-type: none"> • assemblies • positive behaviours noted
1	Is involved in minor disruptions of low intensity and frequency. For example: Distracting others Finger tapping Off task Calling out Out of seat Passing note Not following instruction Not participating Not keeping hands to self Note: If any of these behaviours persist or are displayed at a higher intensity see next level.	The aim here is to make child/ren <i>conscious</i> of error and redirect into appropriate behaviour Active Options: Start with warning or reminder – 3 only. Questioning and clarification “Is there something I can do to help?” Expression of disapproval or disappointment. Clarify rights/rules about safety, respect and care. Consequences of behaviour outlined. Clarify consequences of continued breach of appropriate behaviour. After 3 warnings: Loss of playtime – 5 mins starting point. Deprived of privileges. Sent to another Class. Write down or ask what has been done and what could be done better. Ask child “What can you do to resolve the situation?” e.g. written apology	Bring parents in early while a situation is still minor. Persistent behaviour at any level should be reported to parents. Consult with College or other colleagues for feedback in handling certain situations if support is needed. 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 support before situations escalate. A child study may be carried out at a pedagogical level at the indication of the class teacher.

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		<p>Use Behaviour Incident Report form.</p> <p>In case of a dispute between students, listening to both sides of the conflict is important and this may involve addressing the situation during break time so as not to disrupt the class. Note the discrepancy and inform the students that it will be addressed later.</p>	
2	<p>Infringes the rules and rights of others or displays behaviours at a higher frequency or intensity than level 1. e.g. Teasing Talking back Throwing things Rudeness Disrespect of others in class Disrespect of teacher or other staff member Not following instruction or class rules Distracting or disrupting other class members</p>	<p>At this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave in class. Options: Loss of privileges. Automatic "time-out" and where applicable, complete "Unacceptable Behaviour Report Form" (see attached). Length of time out determined according to behaviour and age of student. e.g. Age of child times minutes + consideration for level of behaviour</p> <p>Copy of Report form given to Class Teacher (if not observer).</p> <p>Copy of Report form to be given to the Principal.</p> <p>Parents to be informed.</p> <p>In the case of rudeness to staff or another class member there will be a written apology as well as "time out" and the child will most likely go on a Behaviour Plan with parents informed.</p>	<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>Completion of 3 'Unacceptable Behaviour Report forms', warrants a suspension. A report is to be made by the class teacher and copies given to Parent/s and to College to be filed. A Child Study may occur at pedagogical meeting.</p> <p>If behaviour is continuous the child will go on a Behaviour Plan</p>
<p>2a : If three parent/teacher interviews regarding the same type of behaviour have occurred and no resolution found then consideration should be given to the adoption of the Behaviour Plan.</p>			
3	<p>Seriously and regularly breaches the rights of others or displays behaviour at a higher intensity or behaviour is</p>	<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</p>	<p>10 minute weekly 'touch base' meeting with a College member and the Principal (for term)</p> <p>The parent will need to</p>

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	<p>continuous e.g. Verbal or physical assault Intimidation. Swearing Defiance Isolated serious breaking of rules Damaging property Disrupting class members to a level where their learning is effected Continued Disobedience Acting in a way that threatens the good order of the school or the safety or wellbeing of another</p>	<p>others. Child/ren automatically lose playtime (ensure appropriate break). Classroom removal Play time will be spent on time out appropriate to age & behaviour. Duty teachers to be notified. Instant suspension for verbal or physical assault or swearing. Behaviour plan to be devised by Class Teacher, College member, Parent and Child (see Behaviour Plan)</p>	<p>commit to specialist support for child outside of school, by relevant nominated professional.</p>
4	<p>Seriously and continually violates other's rights Violent behaviour, verbal or physical assault. Swearing. Disrupting class to a level where learning is regularly effected. Vandalism. Showing insufficient signs of change despite all efforts at seeking a resolution of the inappropriate behaviour as outlined in the behaviour management policy. Continued Disobedience</p>	<p>Fifth report may result in Immediate suspension for three days. Exclusion from particular class or activity may also be considered. Sixth report will result in Suspension for five days See suspension procedures</p>	<p>Meeting called between Class Teacher, Principal, Parent and Child. Parents must seek outside support eg Counsellor, Therapists Anthroposophical Doctor. Student can also be referred to 'Child and Adolescent Team' – Katoomba Hospital</p>
5	<p>In extreme circumstances expulsion will occur</p>	<p>See Suspension and Expulsion procedures.</p>	

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Levels of Behaviour Management Playground

Level	Student Behaviour	Teacher Action/Consequences	Extra Support
0	Student adheres to school rules. Student respects the rights of self and others, is co-operative and self-controlled.	Positively reinforce behaviour with appropriate comments and specific feedback	Involve colleagues in recognition of children's achievement <ul style="list-style-type: none"> assemblies positive behaviours noted
1	Involved in minor disruptions of low intensity and frequency. For example: rough play unfair play pushing out of bounds exclusion teasing put downs	The aim here is to make child/ren <i>conscious</i> of error and redirect into appropriate behaviour Active Options: Start with clarification of situation, include all students involved. Use warning or reminder – 3 only expression of disapproval or disappointment. clarify rights/rules about safety, respect and care consequences of behaviour outlined. clarify consequences of continued breach of appropriate behaviour loss of playtime – 5 mins starting point write down or discuss what has been done and what could be done better ask child “What can you do to resolve the situation?” e.g. verbal or written apology	Bring parents in early while a situation is still minor. Persistent behaviour at any level should be reported to parents. Consult with Principal in handling certain situations if support is needed. Duty, 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 support before situations escalate.
2	Infringes the rules and rights of others or displays behaviours at a higher frequency or intensity than level 1 e.g. teasing, exclusion, cliques, continual fighting, throwing sticks, stones, verbal abuse, rudeness, rudeness to teachers and	At this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave in the playground Options: Automatic "time-out" and where applicable, complete “Unacceptable Behaviour Report Form” (see attached). Length of time out determined according to behaviour and age of student. e.g. Age of child times minutes + consideration for level of	Duty/Specialist teacher discusses with class teacher behaviour of child 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, collected and kept in student files) Completion of 3 report forms, warrants a letter to parents requesting a meeting with class teacher, parents and

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	<p>staff, swearing damaging property</p>	<p>behaviour</p> <p>Copy of Report form given to Class Teacher (if not observer).</p> <p>Copy of Report form to be given to College.</p> <p>Parents to be informed.</p> <p>In the case of rudeness to staff or another class member there will be a written apology as well as "time out".</p> <p>In case of damaging property, student may be asked to provide restitution through a job plan (also see fee policy).</p>	<p>child.</p> <p>At this point the child will be suspended.</p> <p>From this meeting agreements are made regarding future conduct and consequences.</p> <p>A report is made by the class teacher and copies given to Parent and to College to file.</p> <p>A Child Study may occur at pedagogical meeting.</p> <p>The parent will be given a mandate in which they will need to seek outside support.</p>
<p>2a If three parent/teacher interviews regarding the same behaviour have occurred and no resolution found then consideration should be given to the adoption of the Behaviour Plan.</p>			
3	<p>Seriously and regularly breaches the rights of others or displays behaviour at a higher intensity than level 2. e.g.</p> <p>lower level verbal or physical attack, kicking and hitting, intimidation, intentionally disrupting other children's play, defiance, swearing, throwing sticks and stones at people, isolated serious breaking of rules vandalism acts in a way that otherwise threatens the good order of the school or the safety or wellbeing of others</p>	<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>Child/ren automatically lose playtime, sit with duty teacher. Parents notified may be asked to collect child immediately Play time will be spent on time out (as long as there has been a break – food, toilet etc). Duty teachers to be notified. Fourth report to be filled out and filed. Principal will decide on suspension. Behaviour plan to be devised by Principal, Class Teacher, College member, Parent and Child (see Behaviour Plan Appendix)</p>	<p>10 minute weekly 'touch base' meeting with a College member and Principal (for term)</p> <p>The parent will need to commit to specialist support for child outside of school, by relevant nominated professional by the school.</p>
4	<p>Seriously and continually violates other's rights Violent behaviour, verbal or physical (see Violent & Aggressive behaviour policy).</p>	<p>Fifth report may result in Immediate suspension for three days. Exclusion from particular class or activity may also be considered.</p>	<p>Meeting called between Class Teacher, Principal, Parent and Child.</p> <p>Parents must seek outside support by Professionals</p>

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	Showing insufficient signs of change despite all efforts at seeking a resolution of the inappropriate behaviour as outlined in the behaviour management policy	<p>Sixth report may result in Suspension for five days</p> <p>See suspension procedures.</p>	<p>nominated by the school.</p> <p>Student can also be referred to 'Child and Adolescent Team' – Katoomba hospital</p>
5	In extreme circumstances expulsion will occur	See Suspension and Expulsion procedures.	

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Kindergarten Behaviour Policy Guidelines

In the Kindergarten, most behavioural difficulties will be worked within 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, eg 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:

Note: These procedures are attachments to the Behaviour Management Policy developed by the College of Teachers.

The young child lives in the present and doesn't understand consequences.

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

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 Extra Lesson might be beneficial or the referral to other Specialists outside of the School.

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Behaviour Intervention Plan (BIP)

Student Name: _____ School: Blue Mountains Steiner School Grade: ____ Date: _____

A. Behavior(s) of Concern: 1. _____
2. _____

B. Baseline Data/FBA Results/Observation Info/Office Referral/Etc.: _____
Baseline data indicates _____

C. Goal(s) (Stated Positively):
1. _____
2. _____

D. Intervention Plan/Strategies for success:
1. _____
2. _____
3. _____
4. _____

E. Reinforcement/Consequences:
I. What happens when desired behaviors are demonstrated?
1. _____
2. _____
3. _____
4. _____

II. What happens when undesired behaviours are demonstrated?

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1. _____
2. _____
3. _____
4. _____

F. Data Collection System:

1. _____ Teacher records / accounts / scatter plot.
2. _____

G. Other Pertinent Information: _____

H. Contributing Team Members:

(Principal)	_____	_____
(class teacher)	_____	_____
(student-welfare)	_____	_____

I. Review Date: _____

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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, College member, Parents and child and support person at parent discretion.

It is the Class Teacher’s responsibility to ensure all relevant staff are informed when a care plan is in place.

A Care Plan will consist of:

- date of meeting
- who was present at the meeting
- behaviours needing change
- strategies for changing those behaviours
- 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.

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

Regular parent interviews are essential.

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

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Procedures concerning Suspension, Expulsion and Exclusion of Students

Definitions *Registered and Accredited Individual Non-government Schools (NSW) Manual, 3.7.1*

Suspension: temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time

Expulsion: permanent removal of a student from one particular school

Exclusion: the act of preventing admission to a number of schools.

In extreme circumstances, the principal of a school may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the school is a member, or from other schools.

The definition of exclusion above is different to the usual meaning of exclusion in our school context – meaning being excluded from a particular class or activity which may be the result of behaviour, duty of care, WHS or a parent/guardian being unwilling to pay for an activity, for example.

As a Steiner school we are part of an association rather than a system and therefore the Non-government Schools (NSW) Manual's definition of exclusion is not applicable, as we do not apply this form of exclusion to students. It is important to note however, that for a student with a history of violent behaviour, we would supply information on receipt of a request from another school's principal or proprietor in regards to that student's behaviour.

General Principles

The Blue Mountains 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, expulsion or exclusion are strategies to be used only in extreme cases of misbehaviour and that any suspension, expulsion or exclusion of a student is at the conclusion of a process of steps including 'procedural fairness'.

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

The Class Teacher is to 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. Suspension provides a period when all parties can seek a positive resolution to the problem. For younger children our school may call this a "send home".

Note that it is important to consider individual circumstances and in some cases being excluded from particular activities or the students own class may be more effective. The aim should be to educate the child so as to prevent the behaviour from reoccurring and jeopardising the safety of others.

Violent behaviour must be dealt with swiftly and may result in immediate suspension or 'send home'. Staff must still ensure that there has been a process of 'procedural fairness'. A student may need to be removed from other students within the school while a non-biased procedurally fair process is conducted, prior to any of the three defined actions above.

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

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school. 'Send home' may also be part of a Behaviour Plan for a student who has specific difficulties where an agreed longer term support plan is in place that involves support both internally and externally to the 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, expulsion or exclusion.

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

The Principal will ratify any suspension decisions. The Principal and two Board members are needed to ratify expulsion or exclusion.

Procedures

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 College may immediately suspend the student, following steps for 'procedural fairness and pending determination of the appropriate action to be followed. (see, Violent or Aggressive Behaviour Policy and Procedures and this Behaviour Management Policy Levels).

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

Non-urgent circumstances

Except in the case of immediate suspension in extreme circumstances, before suspension is considered the Principal should:

1. ensure that all appropriate school student welfare strategies and discipline options have been applied and documented and that personnel that may contribute to student welfare have been involved (see Student Welfare Communication Policy);
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 Intervention Plan);
3. Follow steps for 'procedural fairness';
4. record action taken.

Suspension Procedures (see Levels Behaviour Management Plan)

In cases of suspension - both short and long - the Class Teacher and Principal should:

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, (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 duration of the suspension;
 - the reasons for the suspension;
 - the expectation that the student will continue with studies at home and what these should be;
 - the expectation that the student will be looked after in their absence from school;
 - the importance of their assistance in resolving the matter;
 - the need to involve outside support eg counsellor, Doctor, therapist.
 - their responsibility for the care and safety of the student while under suspension
 - includes the opportunity to request a review of the decision
 - any intention to proceed to expulsion;
4. Convene a meeting of the Principal and College, Class teacher, Parents and child to discuss

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appropriate action in the interests of the student and of the school, before re-entry.

5. Conditions for re-entry into the school are clearly stated.
6. Follow up interviews with parents and student should occur within a month.
7. Record action taken.

Long suspension - five days

1. If a short suspension has not resolved the problem or the behaviour is so serious as to warrant a long suspension, the Principal will advise the School Council or Council Chair.
2. The Principal will ensure that all relevant documentation is retained on file at the school, for review by the Leadership Team and College who will make recommendations for further action. This also must include a record of a process of 'procedural fairness'.
3. The Class Teacher and/or College member 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 College, Principal and School Council.
5. If after two long suspensions the matter has not been resolved, alternative strategies must be considered, including alternative educational programs or expulsion.

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Expulsion Procedure

1. In extreme circumstances the Principal, College and School Council may recommend expulsion. In these cases the student will be immediately suspended pending their decision.
2. 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. (see Level 5 Behaviour Management Policy)
3. The College will consider the responses given by the parents/care giver and student prior to a final decision. Again a process of 'procedural fairness' must be in evidence.
4. Final decision of expulsion lies with the Principal, College of Teachers, and representatives of School Council.
5. Notification of expulsion shall be given via hand delivered letter and follow up phone call on the same day.
6. A follow up interview will be offered to parents/student.

DRUGS

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

- a) Possession of or use by students of alcohol or tobacco at any time at Blue Mountains Steiner School on school excursions, at functions, or en-route to and from school may 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.

Parents Request a Review of Suspension or Expulsion

- Parents make written application for a review to the Principal and submit any information they want to be considered during the review process.
- The Principal considers the information provided by the parents and reviews the decision.
- The Principal may seek advice from the College Chair, student welfare officer, School Council or AIS.
- The Principal either confirms the preliminary decision as final decision or amends the preliminary decision as final decision based on the additional information provided.
- Principal notifies the parents of the outcome of the review.
- If the Principal decides suspension or expulsion is not warranted, the process ends here.
- If the Principal decides a suspension or expulsion is warranted, the steps for suspension or expulsion are to be followed.

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If the Student is Expelled from School

1. The Principal notifies the class teacher and College chairperson.
2. The student and their parents are offered information about alternatives for continuing their education after the expulsion.
3. The student is given the opportunity to pick up any personal belongings from the school and return any resources/ school property.
4. Administration staff, process the termination of enrolment.
5. All fees and charges become immediately payable, a final statement is sent to parents.
6. A record of the expulsion is placed on the student's file.
7. This process ends.

Blue Mountains Steiner School Policies and Procedures



Blue Mountains Steiner School Student Incident Report Form

Student's Name _____ Class _____

Teacher _____

Date _____ Location _____

Behaviour	Tick	Frequency	Behaviour	Tick	Frequency
Using Inappropriate Language			Inappropriate bus behaviour		
Throwing Items / Unsafe Behaviour			Inappropriate gestures		
Disrupting with noises			Using physical aggression / rough play		
Moving out of an assigned area			Talking without permission		
Teasing Classmates			Disturbing another students work		
Inappropriate attention seeking behaviours / social skills			Refusing to work / Refusing to follow directions		
Causing injury to another student			Answering back / disrespect		
Destroying property			Other		

Supporting Details

Actions Taken

Outcomes

Notes



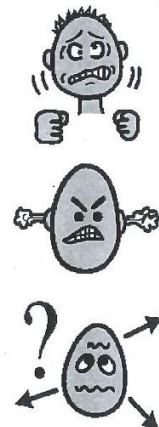
(B1) STAGE 1 Reflection for Student Who HAS BEEN Harmed

STUDENT: _____ CLASS: _____
TEACHER: _____ DATE: _____
TIME: _____ PLACE: _____

Student's summary

1. Draw or write about what you know happened.

2. How have you and others been hurt?



3. What has been the saddest thing for you?





B2 Reflection for Student Who HAS BEEN Harmed

4. Who has been sad or upset because of has happened?

Four empty circles for drawing names.

Two horizontal lines for writing names.



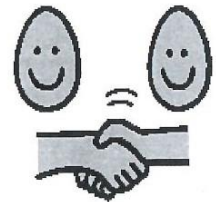
5. What do you think needs to happen to make things right?

Two horizontal lines for writing.



6. What have you learned from what has happened?

Two horizontal lines for writing.



COMPLETED BY TEACHER

- Offender has admitted offence
- Necessary people have been contacted - e.g. parent, class teacher, principal.
- All involved have had an opportunity to speak about the incident.

What evidence is there that the person who was harmed has been heard?

Three horizontal lines for writing.

Describe the learning that has been brought about through the repairing of the harm caused.

Three horizontal lines for writing.



A1

STAGES 2 & 3 Student Report on Serious Incident

Reflection Sheet for Student Who Has CAUSED Harm

STUDENT: _____ CLASS: _____
TEACHER: _____ DATE: _____
TIME: _____

PLACE: Classroom Playground Excursion Other

1. What happened?

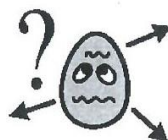
2. What were you thinking at the time?

3. What have you thought about since?

4. Who has been affected by what you have done?

5. What do you need to do to make things right?

Student signature _____



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A2 Reflection for Student Who Has CAUSED Harm STAGES 2 & 3

Teacher's summary

Please identify the unsafe and/or disrespectful behaviour shown by the student.

INCIDENT

- Hitting, roughing, physical abuse
- Throwing objects
- Defiance of authority
- Abusive language
- Continuous disruptive behaviour
- Damaging or stealing property
- Behaviour injurious to the self esteem of others
- Other -

Summary of Intervention: _____

Action - agreed consequence/repair of harm: _____

Notifications As required

- | | |
|--|------------------------------------|
| <input type="checkbox"/> Assistant principal | <input type="checkbox"/> Principal |
| <input type="checkbox"/> Class teacher | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Co-ordinator | |

Closure/Student Follow-up

Has consequence/repair of harm taken place?

Yes Date: _____ No Action: _____

What have you learned?

What behaviour do you need to practice?



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B1

STAGE 2 & 3

Student Report on Serious Incident

Reflection Sheet for Student Who HAS Been Harmed

STUDENT: _____ CLASS: _____
TEACHER: _____ DATE: _____
TIME: _____

PLACE: Classroom Playground Excursion Other

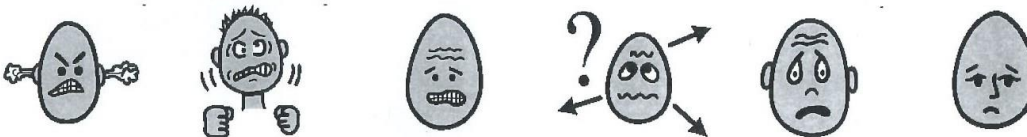
1. What did you think when you realised what had happened?

2. What impact has this incident had on you and others?

3. What has been the hardest thing for you?

4. What do you think needs to happen to make things right?

Student signature _____



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B2 Reflection for Student Who HAS Been Harmed STAGES 2 & 3

Teacher's summary

Please identify the unsafe and/or disrespectful behaviour shown by the student.

Summary of Intervention:

Action - agreed consequence/repair of harm:

Notifications As required

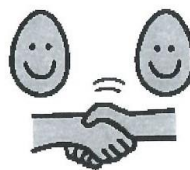
- | | |
|--|------------------------------------|
| <input type="checkbox"/> Assistant principal | <input type="checkbox"/> Principal |
| <input type="checkbox"/> Class teacher | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Co-ordinator | |

Closure/Student Follow-up

Has consequence/repair of harm taken place?

Yes Date: _____ No Action _____

What have you learned?



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ANTI-RACISM **POLICY**

STATEMENT OF PURPOSE

The Blue Mountains Steiner School is committed to the elimination of all forms of racial discrimination. This policy applies to all students and staff, and has implications for members of our community and visitors to our school.

POLICY STATEMENT

- 1.1 The Blue Mountains Steiner School rejects all forms of racism - including direct and indirect racism, racial vilification and harassment – in all aspects of the school.
- 1.2 No student, employee, parent, caregiver, community member or visitor should experience racism within the learning or working environment.
- 1.3 The Blue Mountains Steiner School shares the responsibility with other members of our community, to eradicate expressions of racism in learning and working environments, and challenges the attitudes that allow them to emerge.
- 1.4 All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.
- 1.5 The Blue Mountains Steiner School has a trained Anti-Racism Contact Officer to provide timely and professional responses to complaints regarding racism.

CONTEXT (as per the DoE Anti-Racism Policy)

- 3.1 The *NSW Anti-Discrimination Act (1977)* along with the *Commonwealth Racial Discrimination Act (1975)* make racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the Anti-Racism Policy of the department.
- 3.2 The *Multicultural NSW Act (2000)*, the *NSW Government Plan for Aboriginal affairs, education, employment and accountability: OCHRE (2013)*, the *National Framework For Values Education In Australian Schools (2005)* as well as the *Department's Aboriginal Education and Training Policy, Code of Conduct Policy, Multicultural Education Policy, Student Welfare Policy and the Values in NSW Public Schools Policy* provide related requirements that complement the implementation of this policy.
- 3.3 The *Complaints Handling Policy Guidelines* establish the standard approach to resolving complaints about racism that must be used in all learning and working environments.

RESPONSIBILITIES & DELEGATIONS

- 4.1 Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy; nominating an Anti-Racism Contact Officer (ARCO) and ensuring they are trained; and including anti-racism education strategies in their school plans.
- 4.2 All staff are responsible for monitoring their own behaviour to ensure that it does not result in anyone experiencing racism.
- 4.3 All teachers are responsible for supporting students to develop an

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understanding of racism and discrimination and the impact on individuals and the broader community.

4.4 Class teachers/the teacher present is responsible for resolving minor complaints informally. Serious incidents will be reported to the ARCO for handling. All complaints of racism, no matter the severity, are to be reported to the ARCO for recording. These records will be stored until the student concerned reaches the age of 25 years.

4.5 The Anti-Racism Contact Officer (ARCO) will assist the complainant of a serious incident to write their complaint. The ARCO will also collect written evidence for any person who witnessed the incident. The ARCO will then assess the complaint and proceed accordingly. Counselling may be required for both parties. Consequences for any student who participates in racist behaviour will occur as per the school Discipline Policy.

MONITORING, EVALUATION AND REPORTING REQUIREMENTS

5.1 The Blue Mountains Steiner School will report on the progress of anti-racism education strategies through the Annual Report.

5.2 The Blue Mountains Steiner School will maintain records of complaints concerning racism and their resolution in accordance with the [Complaints Handling Policy Guidelines](#).