

# HEALTH & SAFETY: BEHAVIOUR MANAGEMENT

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## POLICY STATEMENT

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

## PRINCIPLES

- School is a place of learning and culture.
- Children and students are evolving human beings who are continuously developing capacities, including social capacities.
- Children/students will behave in different ways in different situations, for a variety of reasons.
- Children/students want to be liked, and want to learn. It is our task to engage them, and to support their learning by removing any hindrances they encounter.
- Educators have a Duty of Care towards children/students which requires them to take the needs and protection of all those in their care into account when responding to any situation.
- Careful observation and clear documentation underpin effective collegial working.
- Clear and open communication between teachers and parents is essential in order to effectively meet each child's needs.

## PROCEDURE:

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

### BEING PROACTIVE

At Willunga Waldorf School we:

- provide parents on enrolment with the school Dress Code which aims to ensure children wear clothes that are comfortable and protective,
- ensure that bikes, skateboards and scooters are carried/wheeled and not ridden on school grounds,
- provide supervision of outside areas and ensure that classrooms are locked at recess and lunch times,



- develop a variety of play areas to encourage both quiet and physically challenging activity,
- establish close communication with individual parents from the time of enrolment, via interviews and home visits,
- ensure that we are well informed about the special needs of each child/student – e.g. through discussion with previous schools, sourcing relevant reports, and meeting with parents,
- negotiate Student Support Plans, to ensure parents and the school are clear about the support that can be provided to individual students,
- structure lessons and the classroom environment to provide students with multiple ways to connect with the curriculum,
- model respectful behaviour, including respectful language, towards adults and children/students alike,
- model appropriate dress, including the wearing of hats when on duty in terms 1 and 4,
- provide integrated pastoral care services, through class teachers/guardians, student support officers/class assistants, Learning Support teachers and the Student Welfare Worker; and
- cultivate a calm and grounded demeanour.

### BEING SUPPORTIVE

At Willunga Waldorf School we:

- ensure children/students and parents are aware of Dress Code requirements and rules for outside play (e.g. rostering the use of particular areas),
- reflect on our practice: individually, and with the support of our colleagues,
- work deeply with children, both through individual meditative work and via Child Studies conducted in College or Faculty meetings,

### BEING RESPONSIVE

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

### IMMEDIATE RESPONSES TO INAPPROPRIATE BEHAVIOUR MAY INCLUDE:

- providing the child/student with feedback about the impact of their behaviour on others,
- reminding the child/student of class agreements,
- instructing a child/student to sit quietly in another place in the classroom for a short time,
- instructing the child/student to go to another classroom with a note requesting that they sit quietly for a specified time,
- instructing the child to go to a designated 'safe place' in the grounds (during recess/lunch times),
- sending a note to the office, requesting help with a particular situation; and withdrawing a child/student when they are at risk of hurting themselves or others.
- Later responses on the same day may include:
- a teacher, welfare worker or SSO spending time with a child/student in a break time to practise appropriate behaviour and/or verbally reflect on the inappropriate behaviour,

- providing the child/student with an opportunity to reflect on their behaviour via a feedback form,
- providing a safe environment separate from the class (e.g. the library) in which the child/student can undertake work set by the teacher,
- holding a meeting between the child and the Student Welfare Worker for follow-up discussion and problem-solving – using a 'no blame' approach starting with an open question such as – What can you tell me, to help me understand?
- In the case of violent or aggressive behaviour, including bullying or harassment, the child/student may be suspended for up to 5 days. Suspension may also result from interfering with the rights of other students to learn, and of teachers to teach.

#### LATER RESPONSES ON SUBSEQUENT DAYS MAY INCLUDE:

- for young children, telling a therapeutic story to the class over a number of days,
- meeting with parents to highlight the difficulties being experienced by the student and the impact of their behaviour on others,
- meeting with a bully/perpetrator and bystanders, to debrief using a restorative approach,
- modifying the Student Support plan, in consultation with teachers, parents and student,
- developing a contract to be signed by the student and Facilitator, identifying appropriate behaviours and what the school will do to support the student in learning/demonstrating those,
- during a suspension, negotiating a student development plan, to include a statement of behavioural goals and a process for monitoring achievement of these, and consequences for choosing inappropriate behaviours in future.
- Expulsion: in line with the enrolment contract signed by parents, the School may, at its discretion, cancel the enrolment of any student who, in the opinion of the College of Teachers, places the good order of the school in jeopardy.

#### **DOCUMENTATION**

- Whenever a child's/student's behaviour impacts adversely on others, parents must be informed either verbally or via an incident report on the day of the incident. If a verbal report is given, relevant details of the incident must be recorded by the teacher and kept in the child/student's file. If an incident report is given or sent to the parent, a copy must be kept for the child/student's file.
- Written records must be kept of all meetings with children/students held to follow up/respond to behaviour incidents. Where a child/student has required first aid, this must also be documented.
- Attendance records and Time Out records must be reviewed by the High School Faculty at least twice per term, to ensure that patterns of poor behaviour are identified and addressed..



## RELATED POLICIES AND DOCUMENTS

<ul style="list-style-type: none"> <li>• Child Protection Policy</li> <li>• Grievance Policy and Procedure: staff, student</li> <li>• Bullying and Harassment Policy</li> <li>• Codes of Conduct: Staff, Volunteers, Students</li> <li>• Critical Incident Policy and Procedure</li> </ul>	
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## POLICY LOCATIONS

<ul style="list-style-type: none"> <li>• Staff Policy Manuals – Early Childhood</li> <li>• Staff Induction Policy Manuals (EC and School)</li> <li>• Parent App</li> <li>• Staff App</li> </ul>	
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Version	1.2
Publication Date	2009
Responsibility	Head of School
Review Date	02/2017
Next Review Date	02/2018
Related Legislation and Regulatory Requirements	<ul style="list-style-type: none"> <li>✓ <a href="#">UN Conventions of the Rights of the Child</a></li> <li>✓ <a href="#">Children’s Protection Act 1993 (SA)</a></li> <li>✓ <a href="#">Education and Early Childhood Services (Registration and Standards) Act 2011</a></li> </ul> <p><b>Early Childhood - Regulations and National Quality Standards</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">Education and Care Services National Regulations 2011</a> and the <a href="#">NQS</a></li> <li>✓ <a href="#">Children’s health and Safety 4.2 Division 2 (85, 86, 87)</a></li> <li>✓ <a href="#">Staffing Arrangements 4.4 Division 6 (136)</a></li> <li>✓ <a href="#">Leadership and Management 4.7 Division 2 (168)</a></li> </ul>
Cross sector Guidelines (SA)	<ul style="list-style-type: none"> <li>✓ <a href="#">Child Safe Environments: principles of good practice</a></li> <li>✓ <a href="#">Protective Practices for staff in their interactions with children and young people</a></li> <li>✓ <a href="#">Safework SA</a></li> </ul>
Amendments	<p>25/03/2015</p> <p>04/08/2016 – Amendment of Appendix for 2016 as advised by K Kytka (PS Coordinator)</p> <p>22/05/2017 – Removal of appendix for 2016</p>



## STUDENT CATCH-UP FLOWCHART

