



DANDENONG RANGES STEINER SCHOOL

Behaviour Management (Discipline) Policy Primary School

Date	Term 2, 2018
Signed	College of Teachers
Review	2019

Ref: Bullying Policy, Dress Policy, Serious Incident Policy, Communication, Concerns and Complaints Policy, Child Safe Policy

*'There can be healing, health and wholeness only if
in the mirror of each human soul,
a reflection of the whole community is created
and held there consciously;
and in the community,
the spiritual essence of the individual soul is a living force.'*

~ Rudolf Steiner

Overview

At the Dandenong Ranges Steiner School, we strive to draw out of the children the recognition that their behaviour has an impact on others in the school community. We aim to foster in them a sense of responsibility for their actions out of their free will.

This will come about if they are encouraged to explore their own needs, recognise and respect those of others and seek a balance between the two.

Rhythm, form and boundaries unite through the teacher to provide a meaningful structure within which children are held and nurtured. Well prepared lessons employing a range of teaching strategies, foster an environment of harmonious working and positive behaviour. In presenting the lesson and the setting of tasks, the teacher has the opportunity to provide freedom within the forms and boundaries of the schoolwork and so create a space for students to gradually take up self-management.

The aim of this Behaviour Management Policy is to provide for this to happen.

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At the Dandenong Ranges Steiner School, corporal punishment is not permitted.

Contained within are firm guidelines to curtail disruptive behaviour and lead children to recognise the consequences of their actions. Out of this process will emerge the capacities for concentration, co-operation and consideration.

Development Profile of Classes 1-3

Class One

In this first year of 'formal' schooling, the child is still in a mood of dreamy wholeness, and able to bring a broad awareness rather than a focussed concentration to the learning situation.

During the first year, the class acquires the good habits of classroom life and work which will form the basis of their time and all subsequent learning at school.

Cultivating reverence for nature, care for the environment, respect for others, interest in the world and confidence in their teachers – these are the aims for Class 1 and the following classes.

The teacher aims to lead the children into becoming a socially cohesive group who care for and listen to each other.

Class Two

The initial experiences and aims of the first year are deepened and enhanced in Class 2. In this second year, a mood of contrast and polarisation may surface which can be observed in the way students relate to each other. To help children through this stage, the curriculum provides story material where the portrayal of contrasting human qualities and characteristics are found in the Celtic legends, stories of the Saints and in animal fables.

Strong and consistent leadership from teachers is needed; and children derive direction and ways of working with their world from the story images presented in the curriculum.

Class Three

At this time, Class 3 students begin to undergo noticeable physiological, psychological and cognitive changes. These changes are often referred to as the 'ninth/tenth year threshold' or 'crossing.'

In Class 3, the child experiences a duality in perceiving the world in their feeling realm. Subjective inner experiences and outer objectivity stand at odds with the child. Questioning, doubt, aloneness and a tendency to criticise are emergent features. For most children, a significant step in self-awareness occurs during this year, along with a distinction between an inner and outer world. Contrasting emotions of the sense of loss of the precious unity with the world and a sense of wonder at seeing the worlds in a new way can lead to confusion and insecurity. These can be expressed in changes of behaviour that can vary considerably according to temperament and personality.

The stories and images of the Old Testament, its laws and guidance, foster security during this unsettled period. Main lesson blocks on Farming and Building help children to engage in a new and self-confident way with their world. Through this work, the class teacher helps transform the initial feeling of separateness from the world into a feeling of responsibility for it.

It is important for the teacher to have clear guide-lines for behaviour and to maintain a strong sense of social unity in the class.

Classes Four to Six

Throughout Classes 4 to 6, a strengthening individuality is expressed and the previous guidelines for behaviour now need to be held firmly with consistent, clear boundaries. Breaches of boundaries require clearly articulated consequences, the acceptance of which leads to self-responsibility and independence.

School Climate

The following encapsulates the preferred ideal in each sphere.

In the classroom:

- order
- grace and reverence
- respect for each other
- caring
- co-operation
- sanctuary – safe, secure, warm
- appreciation of differences, individual diversity
- concentration / focus on the work
- work is stimulating and interesting
- beautiful surroundings
- kindness, support, loving atmosphere
- interest in others
- sense of community

- acknowledgement of positive qualities / actions as they occur

Between teachers and parents:

- co-operation
- warmth, communication, clarity
- trust
- mutual appreciation
- realistic expectations.

School Rules

1. A wide-brimmed or Legionnaires Hat must be worn outside during Terms One and Four.
2. These are sourced by and kept at school. Children without hats will be limited to undercover areas.
3. Sturdy, supportive shoes, boots or sandals must be worn outside. These may be removed for play in the trickle stream, sand-pits, to climb trees and on the grass rectangle.
4. Hair is to be clipped back off the face, tied when shoulder length or longer and uncoloured.
5. All children will eat in their classroom. There will be no eating in the playground unless with direct class teacher supervision.
6. Chewing gum, lollies, chocolate and soft drinks are discouraged.
7. No children in classrooms at break-times unless under supervision of teacher (possible exception may be children who are ill).
8. Children are to follow directions given by teachers on playground duty. Names of persistently recalcitrant children will be given to classroom teacher to deal with.
9. Children progressing from one classroom to another to be considerate of classes in progress.
10. No electronic devices or computer games.
11. No climbing on fences or gates.
12. No bike riding, skateboards, roller blades or scooters in playground.
13. No metal baseball or metal cricket bats or hard cricket balls.
14. Children to wait on the tarmac inside school grounds at the end of the day. Children are not supervised in the playground after 3.45pm.

The following behaviours are not acceptable: (see Bullying Policy)

- physical or psychological harassment
- stealing
- wanton destruction of or damage to property
- spitting
- fighting, punching, kicking
- inappropriate, insolent or abusive language.

The school expects:

- punctuality
- clothing as per policy
- appropriate language
- consideration in manner and actions towards others
- courtesy towards others

- co-operation with others
- concentration on topic / task
- care of school grounds, buildings and equipment
- adherence to school boundaries
- non-interference with the property of others

Rights and Responsibilities

The basic rights of all individuals in the school are:

1. To feel safe in or out of class.
2. To be treated with civility and respect.
3. To learn/teach without undue disruption or interference.

Additional children's rights include:

1. To work in clean and pleasant surroundings.
2. To receive care and attention at all times.
3. To be treated with understanding and fairness.

The responsibility of all is to respect these rights.

BEHAVIOUR MANAGEMENT STRATEGIES

This policy recognises that inappropriate behaviour falls under three headings.

1. Day to day minor
2. Recurrent and / or serious
3. Dangerous – illegal or violent

These behaviours can also occur in either of two realms.

1. Within the child's classroom.
2. Outside the child's classroom (i.e. anywhere else within the school).

Behaviour Management within the Classroom or School Grounds

While it is expected that all teachers will have their own Class Management Plan with strategies for dealing with acute, minor disturbances within the classroom, there are also school-wide strategies which all teaching staff and all playground duty staff will observe.

Strategies are as follows:

- **Request / Instruction:** the teacher instructs the class as a group and expects a response. Instruction given to a specific child should be prefaced by their name.
- **'Niggles' list:** this is a useful running record through which a teacher may keep an account of what is actually happening. It then can form a valid basis for discussion with i) the child, ii) the parents, iii) colleagues.
- **Change seating:** the child can be required to shift for the duration of the lesson.
- **Conversation:** this implies a two-way exchange, which cannot take place during class time.
- **Moral stories:** teacher tells the class a story/stories that relate indirectly through imaginative pictures to the behaviour.
- **Rhythms:** the rhythm of the day, songs, music, etc., provide important cues without the need for formal instructions where problems may occur.
- **Informal keeping in:** a child may be detained for a few minutes at playtimes or after school unconditionally and required to do something constructive, preferably something that relates to the behaviour.

It is also the teachers' responsibility to address behavioural issues through:

- identifying the problem

- examining their teaching practices
- child study within Faculty
- informal discussion with parents, with regular meetings to monitor progress where necessary
- consideration of assessment of the child to better understand needs, e.g. remediation, medical, psychological, movement or eurythmy therapies
- collaboration with specialist teachers.

TYPES OF INCIDENTS WITHIN THE CLASSROOM OR PLAYGROUND

1. Day to day minor

This covers such things as talking when quiet is asked for, calling out instead of hands up, minor scuffling and off task activity. The teacher at own discretion may use one of the following:

Step 1) initial response

- simple, brief directions (stop talking...thank you)
- rule reminders (simple reminder or restatement)
- simple choice (put it in your bag or on my desk)
- direct question (what are you doing/should you be doing?)
- redirect activity back on task.

Step 2) further misbehaviour

If the child's behaviour persists or is of a more serious nature, then the teacher will make the child aware that the next step will be:

- informal withdrawal: an arrangement will be made between teachers in adjacent rooms to accept a child into another classroom for a period.

Removal for attention seeking deprives the student of an audience for the inappropriate behaviour. This action allows the class to continue with their learning. This action usually engenders in the student the awareness of missing out on working with their peers.

- inappropriate behaviour which would necessitate informal withdrawal includes:
 - i) behaviour associated with learning tasks
 - ii) behaviour which undermines the learning of others in the class
 - iii) behaviour which is unsafe or violent to themselves or others
 - iv) behaviour which is disrespectful (bad manners, offensive language)
 - v) behaviour arising from emotional upset.

2. Recurrent / serious misbehaviour

If the behaviour still persists after several informal withdrawals, or the behaviour is of a severe nature such as a violent act, the child will be formally withdrawn from the class for a time.

Step 1) Formal Withdrawal:

For a single block (i.e. between plays) or up to a whole day, to a place isolated from contact with peers (e.g. a class at the other end of the class period). A child in this situation will also be supervised during break times and be provided with work to go on with. This is an effective method for immediate resolution of a serious situation. It can be used as early intervention if an extraordinary situation arises, especially if safety is at risk. Generally, it would be used only after a range of previous strategies have been used without effect, or for chronic misbehaviour. The intention of withdrawal is to create a positive opportunity for the class, the withdrawn pupil and the teacher to get on with their work. If formal withdrawal becomes necessary, parents will be advised immediately, in writing and requested to attend an interview.

3. Dangerous/Violent Behaviour

With regard to violent or dangerous acts, the teachers (and the school's) first consideration is for the safety of the child and others.

The child will be removed immediately from the classroom or activity and placed under safe supervision for the rest of the day. Parents will be informed immediately and an incident report recorded. Parents will be requested to attend a meeting after school, or at the earliest opportunity.

The child will undergo a Formal Withdrawal from the class and psychological / emotional assessment *may* be asked for at this stage. If the behaviour re-occurs, assessment will be mandatory and the child withdrawn from school pending the outcome of the assessment.

We have a Duty of Care to all our children and staff. If dangerous or violent behaviour occurs where other children or teachers are in danger then the child displaying the behaviour will be sent home.

4. Unresolved behaviour outcomes

If none of the above strategies are having a positive effect on the child's behaviour, a meeting between parents, faculty members and relevant professional consultants will be necessary. Questions will need to be asked. Is the child in the appropriate

educational setting? Are parents supporting the school's educational philosophy and its management policies?

Further Strategies

Where appropriate, the development and implementation of an individualized plan in consultation with the child's parents and other professionals may be devised. At times, when appropriate, the child may also be included in the development of an individualized program.

Inappropriate Discipline

If anyone believes they have observed staff members engaging in inappropriate discipline practices, they should notify the College Chair.

Complaints

If a parent disputes the discipline outcome arising from their child's behaviour, a request can be made for a review by the College of Teachers. The complaint should be put in writing and addressed to the College Chair who will take the matter to the College to be considered. The matter will be addressed expediently and the parent notified of the College's decision within a week.

Parental Support for the Child in the Classroom

The support by the parents for the child in school naturally plays a vital role in the students all round development through the school years.

- The child should come to school well rested and nourished so as to be able to take part enthusiastically and deeply into schoolwork. A tired, listless child will have difficulty in meeting the demands of the school day and may lead to behavioural difficulties.
- The child should come to school punctually. Late arrival at school and starting the day without the foundation of the shared morning verse or even parts of the Main Lesson, if too frequent, can cause a disconnection with school work.
- The child should come to school wearing neat, weather appropriate, comfortable clothing, suitable for free and easy movement. Plain coloured clothes without commercial logos or too much black is preferred. Children who are too concerned with 'fashionable dress,' jewellery, trinkets and toys may cause distraction for themselves or others.
- An understanding of the Steiner curriculum and the ways it meets the needs of the developing child assists class work.

- Close collaboration between parents and teachers – children's behaviour is more fully supported and guided when this collaboration is mutually supportive.
- Children should enter the classroom open, happy and receptive to the rich curriculum content. Children who come to school full of T.V. or computer images struggle to receive their learning because of the disjointed and confusing nature of these images, which then need resolution.

APPENDIX

Checklist for Teachers in approaching behaviour problems.

Identify problem – symptom / behaviour.

Examine own practice by-

- Having quality preparation time.
- Maintaining a balance in one's own life.
- Being true to one's word.
- Practicing artistic and enthusiastic teaching..
- Recognising that at times there is a need to clamp down to re-establish the boundaries, and then relax into the rhythm again.
- Maintaining good rhythms in the day – concentration/relaxation, seriousness/humour, stillness/movement, breath in/out.
- Teaching through the imagination.
- Ensuring that the content is appropriate and nourishing.
- Praising and rewarding good work and actions.
- Appropriate seating.
- Creativity and flexibility in meeting the children where they are at on the day.
- Being clear and re-clarifying from time to time what you want/rules.
- Be consistent with consequences.
- Use stories to answer inappropriate behaviour.
- Work closely with specialist teachers so lessons are appropriate and discipline consistent.
- Aim content at the middle of the class, while catering for top and bottom end of ability.