



DANDENONG RANGES STEINER SCHOOL

Behaviour Management Guidelines- Primary School

Date	March 2020
Signed	College of Teachers
Review	2021

Ref: Student Discipline Policy, Suspension & Expulsion Policy, Bullying Prevention & Intervention 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

Dandenong Ranges Steiner School is a child safe environment. Our school actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. The school's Child Safe Policy is available on our website.

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.

The purpose of this Behaviour Management Guidelines is to provide for rhythm, form and boundaries to unite, thereby providing a meaningful structure within which children can learn. Our approach to the management of behaviour encompasses that of Restorative practices, focussing on repairing the harm and damage done through inclusive processes that engage all those

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concerned. This shifts the focus from punishment to learning and from the individual to the community.

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

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.

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

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

Class Two

These initial experiences 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.

Together with strong and consistent leadership from teachers, the 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 and a sense of wonder at seeing the world 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.

Clear behaviour guidelines and a strong sense of social unity in the class are particularly important during this time of change and development.

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
- stimulating and interesting work
- 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, first communication, clarity
- trust
- mutual appreciation
- realistic expectations.

The following behaviours are not acceptable: (see Student Duty of Care Policy, Student Discipline Policy, Bullying Prevention & Intervention Policy)

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

The school expects:

- punctuality
- consideration in manner and actions towards others
- co-operation with and courtesy towards others
- non-interference with the property of others
- appropriate language
- concentration on topic / task
- adherence to school boundaries
- care of school grounds, buildings and equipment
- clothing as per policy

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.
3. To be treated with understanding and fairness.

The responsibility of all is to respect these rights.

BEHAVIOUR MANAGEMENT STRATEGIES

These guidelines recognise 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 strategies for dealing with 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.

- **Documentation:** 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 no more than half the playtimes or after school for no more than 10 minutes 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
- participating in child study within College of Teachers
- discussion with parents, with regular meetings to monitor progress where necessary
- consideration of assessment of the child to better understand needs.
- 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 their 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, 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 to themselves or others
 - iv) behaviour which is disrespectful (bad manners, offensive language)
 - v) behaviour arising from emotional upset.

2. Serious misbehaviour

If the behaviour still occurs or escalates after several informal withdrawals, or the teacher deems 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. 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 and requested to attend an interview.

3. Dangerous/Violent Behaviour

Where a teacher deems an incident to be a 'near-miss', serious, violent or a dangerous act, the teachers and the school's first consideration is for the safety of the child and others. See Suspension & Expulsion Policy

The child initiating the dangerous/violent behaviour will be removed from the classroom or activity and placed under safe supervision. Parents will be informed promptly, and an Incident Report recorded. Parents will be requested to attend a meeting at the earliest opportunity.

At this stage, the school may request psychological/emotional assessments. If the behaviour re-occurs, any assessments requested by the school will be mandatory and the child may be withdrawn from school pending the outcome of the assessment.

We have a Duty of Care to all our children and staff. If a teacher deems a 'near miss', 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 the school's educational philosophy and its management policies supported in the home?

Further Strategies

Where appropriate, the development and implementation of an Individualized Learning Plan in consultation with the child's parents and other professionals may be devised. At times, when appropriate, the child may also be involved in the development of an Individualized Learning program.

Inappropriate Discipline

If anyone believes they have observed staff members engaging in inappropriate discipline practices, they should make a written record of observation and notify the Chair of the College of Teachers or the School Carer.

Complaints

If a parent is dissatisfied with the discipline outcome arising from their child's behaviour, a concern may be raised directly with the teacher involved or the School Carer, or the complaint may be raised through the schools Formal Complaints Form and addressed to the Chair of the College of Teachers. See Complaints & Communication Process and Complaints Handling Policy for further information.

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 student's 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 this 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 black or commercial logos 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 to more fully support their child's behaviour.

- 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 be firm 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 colleagues so lessons are appropriate and discipline consistent.
- Ensuring all members of the class are actively engaged with content to suit their learning needs.