



DANDENONG RANGES STEINER SCHOOL

# Behaviour Management Guidelines

## 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 the 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. Teachers focus on providing a strong daily routine and weekly rhythm. Learning activities seek to engage the children's thinking, feeling and willing (head, heart and hands) so that children remain focused on their learning. This and the beauty teachers strive to bring within the school, help to hold the children and prevent behavioural issues from occurring.

The school uses restorative practices to work with behavioural issues. This approach focuses on active listening to all concerned so that a positive reconciliation can be achieved. This shifts the focus towards developing empathy and understanding, and builds a sense of harmony and unification within the social fabric of the school. At the Dandenong Ranges Steiner School, corporal punishment is not permitted.

The purpose of this document is to provide clear guidelines and consequences that help minimise disruptive behaviour and lead children to recognise the consequences of their actions. They help to support the harmonious function, rhythm and routines of the school day. Thereby providing a meaningful structure within which children can best learn.

## School Climate

The following encapsulates the preferred culture we foster in our school

- respect for each other and our differences
- responsibility for ourselves and our actions
- reverence for all living things and the environment that surround us
- cooperation and a sense of community
- participation and engagement
- safety and security
- care and warmth

The following behaviours are not acceptable

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

The school expects:

- respectful interactions with all members of our school community
- effort and striving and a willingness to learn from mistakes
- appropriate language
- care of school grounds, building and equipment
- adherence to school boundaries
- appropriate clothing as per our Dress Policy
- punctuality
- non-interference with the property of others

## **Rights and Responsibilities**

The basic rights of all individuals in the school are:

- to feel safe in or out of class;
- to be treated with kindness and respect;
- to learn/teach without undue disruption or interference.

Additional children's rights include:

- to work in clean and beautiful surroundings;
- to receive care and attention;
- to be treated with understanding, fairness and a loving authority.

## **Parental Support for the Child in the Classroom**

The support by parents of the child in school naturally plays a vital role in the student's all-round development through the school years. The following are helpful for parents to consider when supporting their child's education at DRSS.

- Children learn best when they are well rested and nourished. Having healthy meal routines and time to rest at the weekends are critical for healthy learning at school.
- Arriving at school late can result in children feeling flustered or anxious which makes it more challenging to engage and relax into their school work. Arriving at 8:30 am allows children an opportunity to play and socialise with friends so that they are ready to start lessons at 8:45 am.
- Being comfortable in clothing appropriate for the weather and physical movement enables children to concentrate on their learning and engage fully in all activities. Black clothing, excessive jewellery, 'fashionable dress' and clothing with commercial logos are discouraged. We want to preserve children's childhood and limit, wherever possible, the influences of corporations that put pressure on young people to look a certain way.

- Minimise or eliminate where possible, exposure of children to media. Children who are not processing television, computer or phone images are open to receiving their learning, can concentrate more fully and can more readily live into their imagination, thereby more easily develop their creativity.
- Parents who understand why we do what we do in the classroom can best support their child's learning. DRSS encourages parents to be actively engaged in the school and seize learning opportunities to understand more about Steiner education and the philosophy that underpins it.
- Open communication with your child's teacher helps to form collaborative relationships that can then best support the needs of your child.

## **Behaviour Management Strategies**

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 will observe.

Strategies are as follows:

- Conversation – a respectful two-way discussion with a respectful and restorative tone;
- Change of seating - the child can be required to shift for the duration of the lesson;
- Moral stories – the teacher may tell the class a therapeutic story at an appropriate time to address the behaviour/situation;
- Natural consequence – a child may need to spend no more than half of their lunchtime (unless their behaviour poses a danger to themselves or others) to carry out a natural consequence of their behaviour, as determined by the Class Teacher;
- Behaviour Management Plan – this may be developed for ongoing or serious behavioural issues.

These guidelines recognise that inappropriate behaviour falls under three categories:

1. Day to day minor behaviour;
2. Escalated or continued disruptive behaviour;
3. Dangerous/violent behaviour.

### **Day to day minor behaviours**

This includes things such as disruptive behaviour, overly rough play and disrespectful behaviour and language. The teacher may use one of the following strategies:

- Simple reminders;
- Restating expectations;
- Redirection.

### **Escalated or continued disruptive behaviours**

If the child's behaviour persists or escalates, then the teacher will make the child aware that the next step will be a withdrawal from the class. Removal for attention seeking behaviours deprives the student of an audience for the inappropriate behaviour. This action allows the class to continue with their learning.

### **Step 1) Informal Withdrawal**

An arrangement will be made between teachers in adjacent rooms to accept a child into another classroom for a period of 45 minutes.

Inappropriate behaviour which would necessitate informal withdrawal includes:

- Behaviour disrupting learning tasks;
- Behaviour which undermines the learning of others in the class;
- Behaviour which is unsafe to themselves or others;
- Behaviour which is disrespectful (bad manners, offensive language etc);
- Behaviour arising from emotional upset.

### **Step 2) Formal Withdrawal**

Where an informal withdrawal has not helped to lessen disruptive behaviours, a teacher may withdraw a child from their class for a larger block (i.e. between plays) or up to a whole day, and arrange for them to be supervised away from contact with their peers. A child in this situation will also be supervised during break times and be provided with work to go on with. If formal withdrawal becomes necessary, parents will be advised and may be requested to attend an in person or phone interview. A behaviour management plan may also need to be developed.

## **Dangerous/Violent Behaviour**

We have a Duty of Care to all our children and staff (please refer to our Student Duty of Care Policy and Occupational Health and Safety Program). When a teacher deems that violent or dangerous behaviour has occurred that resulted in harm or a 'near miss' situation, staff must act quickly to ensure everyone's safety.

As a first step, the child initiating the dangerous/violent behaviour will be removed from the classroom or activity and placed under safe supervision. Arrangements may be made for parents to collect the child. Parents will be informed of the behaviour and an incident report will be recorded. Parents will be requested to attend an in person or phone interview and a behaviour management plan may be developed.

The school may also request psychological assessments to inform management of the child's behaviour. If the behaviour re-occurs, any assessments requested by the school will become mandatory and the child may be required to participate in a remote schooling program until the assessments become available and an appropriate plan for managing the child's behaviour can be put in place.

Dangerous and/or violent behaviour may also result in the suspension or expulsion of a student according to our Suspension and Expulsion Policy.

## **Unresolved behaviour outcomes**

If the above strategies are not resolving behavioural issues, a meeting between parents, faculty members and relevant professional consultants will be arranged. One discussion point will be the family's alignment with the school's philosophy.

## Complaints

If a parent is dissatisfied with the discipline outcome arising from their child's behaviour, the school encourages parents to raise their concern directly with the teacher involved or the child's Class Teacher. Alternatively, parents may also raise their concerns with the school's Education Facilitator. If parents are not satisfied with how their concerns have been addressed, a formal complaint can be lodged following the processes outlined in the school's Complaints Handling Policy.

### Approval and Review Details

Approval Authority	College of Teachers & Management Team
Approval Date	June 7, 2022
Amendment Approval Date	
Next review date	June, 2024