

PURPOSE

The Mount Barker Waldorf School's duty of care ensures the provision of a safe, non-violent and respectful environment for all students, staff, parents and visitors, and includes the processes for the effective management of student behaviour in line with our philosophy and values.

Part of our school philosophy is a belief that caring for others, for ourselves, and for the world is a vital part of living as developing human beings. We do this through conscious modelling of positive and respectful behaviour.

Through working with Restorative Justice and the Berry Street Model of Education, Mount Barker Waldorf School aims to work with students before, during and after incidents occur. The school recognises that all behaviour is communication, and that understanding and empathy are as important as boundaries and consequences.

POLICY DETAIL

THE DEVELOPMENT AND MAINTENANCE OF A POLICY AND PRACTICE WHICH SUPPORTS WELLBEING AT MOUNT BARKER WALDORF SCHOOL IS BASED ON THE FOLLOWING INTENTIONS:

- 1 A healthy and supportive learning and working environment at Mt Barker Waldorf School is one in which people conduct themselves in such a way that is consistently safe, respectful, responsible and accountable.*
 - Students have the right to learn and work in a safe environment.
 - Teachers have the right to teach and work in a safe environment.
 - A policy must respond to situations in such a way that it acknowledges the individual without overriding the social environment of the class and stimulates an awakening to justice and morality.
- 2 Responding to behaviour that is not safe, respectful, responsible or accountable is done with the objective of stimulating an awakening to justice and leading the individual to the development of understanding and skills which promote safe, respectful, responsible and accountable behaviour. The response also considers what the behaviour is communicating, and addressing the behaviour in a way that strengthens and supports rather than shames students.*
 - We use **Restorative Practices** as a first step when harm has occurred. This allows students to **think** about what has happened and reflect on their behaviour; to **feel** how others were affected by their behaviour and have the opportunity to apologise; and to consider what they can **do** to be part of fixing the problem

and restoring the relationship. Any consequence for challenging behaviour that affects others can then be seen by the students as objective, and appropriate as the justice of the consequence becomes apparent. It is NOT about punishment.

- All behaviour is communication. The school considers and observes with curiosity the unmet needs, stressors and skills deficits of the students and aims to find and remove barriers for the child.
- In the instance when persistent, inappropriate and unacceptable behaviour continues, a procedure may lead to suspension or ultimately, a request for a student's removal from school. This decision will be made with the health and safety of other students at the forefront.

3 *A healthy and supportive learning environment at Mt Barker Waldorf School is one in which there is a whole staff commitment to working in accordance with the stages of child development as recognised in Waldorf Education*

- Academic, social and behavioural goals, expectations and responses consistently encourage the progression from outer discipline (as in the Kindergarten, where through imitation the child is enfolded in a form cared for by the teacher) to inner (self) discipline in the High School.
- In the kindergarten the teacher models behaviour in thought, word and deed.
- In the primary school the teacher is the supporting and guiding authority – creative, mobile and changing to meet new situations as the child grows older.
- In the high school years, authority is increasingly seen by the students to rest in the intrinsic worth of the various disciplines of knowledge. While the teacher is still invested with authority, the pupil/teacher relationship is increasingly one of co-operation.

4 *A healthy and supportive learning environment at Mt Barker Waldorf School is dependent on a positive and preventative whole school approach: the Principal, teachers and staff, (and students and parents) familiarising and maintaining a working knowledge of, actively complying with, and implementing the common goals, expectations, practices and procedures relating to safe, respectful, responsible and accountable behaviour.*

THE PRINCIPAL IS RESPONSIBLE FOR:

- the overall safety and wellbeing of staff and students
- that effective educational, social and emotional understanding and inclusion of all students -including those with diverse learning needs.
- the implementation, review and updating of school policies and procedures.
- ensuring the provision of an aesthetic physical environment and aesthetic relevant curriculum.

TEACHERS AND STAFF ARE DIRECTLY RESPONSIBLE TO THE PRINCIPAL:

- to attend to one's duties and interpersonal relationships in line with the Mount Barker Waldorf School Code of Professional Conduct
- for effective organisation, planning and teaching
- to teach relevant curriculum

- for addressing and supporting the diverse learning needs of all students to enable them to access the curriculum
- to be punctual to all lessons and to provide a smooth handover of each class.
- to keep a record of student punctuality and attendance during lessons and follow up unaccounted absenteeism.
- to participate in in-service training, relevant professional learning and the teacher appraisal program.

STUDENTS ARE RESPONSIBLE FOR:

- meeting the expectations of all school rules, policies and procedures
- being adequately prepared for lessons - with the relevant books and materials
- supporting a productive learning process in lessons .
- acting with respect for self, the other and for property
(See 'Learning and Social Expectations for High School' and Primary School- together we are...")

PARENTS ARE RESPONSIBLE FOR:

- supporting the school's policies and procedures –with particular regard to the Code of Behaviour, the Dress Code and the Anti-Harassment Policy; working together with teachers and specialists, in a team approach, to support the student.

GENERAL SCHOOL RULES BASED ON RESPECT, SAFETY AND RESPONSIBILITY

The school expects that teachers as well as students will be punctual, respectful in speech and actions with colleagues and peers, follow instructions from the Principal/Assistant Principal promptly and act and move safely, with care and respect for people, property and the environment. The following student rules apply equally to all staff.

Respect: Students are expected to show respect for and tolerance of self and others, the first requirement of caring behaviour, as well as respect for property.

- **Following instructions:** students will follow Principal's/teachers' reasonable instructions without argument. (If a student has a grievance regarding unfair or unjust treatment, please refer to Teacher/Student Grievance Procedures.)
- **Language** - students will always use appropriate language. Swearing, particularly directed at another person will be regarded as aggressive behaviour.
- **Dress** Students will always comply with the dress code.
- **Community awareness** - school rules and behavioural expectations apply to all school activities and events, eg. performances, excursions and camps. While students are not immediately identifiable by uniform, staff and student behaviour, good and bad, reflects upon the school and all of us have obligations to the people in the local community. The school takes its community responsibilities seriously. We expect students to do so as well.
- **Care of property** – Students are to treat with respect anything belonging to another student or teacher. The school has been developed with an abundance of care and beauty. We encourage respect for and care of property and the school environment. This includes one's own, others and the

school's possessions and equipment. In the classroom, this applies to schoolbooks, materials, furniture and buildings and grounds.

- **Damage to property** Students who damage or deface school property will be asked to repair any damage they have caused and where this is not possible, they will be asked to pay for the damage to be repaired.
- **Disposal of rubbish** - food or rubbish is to be placed in the appropriate bins (general waste, recycling or compost).
- **Chewing gum** - is prohibited anywhere in the school.

Safety: Students are expected to display a common-sense approach to safety. Any behaviour that physically or emotionally endangers yourself or others is unacceptable.

- **Children are not to be in classrooms without a teacher.** This is a legal requirement, it is not a matter of giving permission, supervision is essential. (There is a special arrangement for senior high school students.)
- **Dress code** - Students must adhere to the school's dress code which encourages safe, age-appropriate and responsible clothing including hats and shoes.
- **Workshop and laboratory safety** – Teachers will ensure that students follow safety guidelines carefully in the science, tech, art and craft activities in particular.
- **Ball games** - must take place on the oval or in designated games areas. They are otherwise prohibited close to building structures and in the car parks and must not be thrown in buildings.
- **Kicking games** - restricted to classes 4-12.
- **Oval use** - to be restricted to classes 4-12 in break times (*not before school or after school unless an organized class or activity*)
- **Climbing** - students may climb on approved climbing structures when a supervising teacher is present. Climbing of trees is prohibited.
- **Boundaries** - students are to stay within the appropriate boundaries of the school and also of their year levels. Out-of-bounds for any student includes the car parks and anywhere beyond the gym, IAC, Basketball courts, the Tech room, and the internal road (unless in a supervised activity).
- **Medication** - may only be taken at school by students if/when written permission/instruction by parents/caregiver is officially given to the school.
- **Prohibited substances** – Tobacco, e-cigarettes, alcohol and prohibited drugs constitute health risks and their consumption is prohibited. If a staff member/student is found in possession of prohibited drugs they may have their employment/enrolment terminated immediately. The school has a legal obligation to report breaches of the law to the police. If at anytime there is a reasonable suspicion of drug use by a staff member or student, then the staff member/student may be required to undertake a random drug test by a medical professional as requested by the Principal/nominee. This test must be undertaken by the staff/student within 24 hours of being requested.
- **Smoking and Vaping** - the school is a smoke and vape-free zone. The school grounds are non-smoking, including the use of e-cigarettes. If a student is found smoking or vaping or in possession of smoking/vaping paraphernalia within the school grounds, the consequence will be suspension.
- **Weapons** - of any kind are not to be brought to school.
- **Bicycles, skateboards/scooters** - are not to be ridden inside the school ground.

Bicycles may be secured in various bike racks around the school (at students' own risk).

- **Driving on school grounds** - student drivers must follow the speed limits within and surrounding the school. The right to drive to school is one that may be withdrawn in the event that the school receives evidence that a student has been driving dangerously.
- **Driving to school** - any student who wishes to drive or travel to school with another student must complete the appropriate registration form/s.
- **Parking** – Teachers and students must park in the bottom parking lots and leave the top parking lots free for parent use.

Responsibility: Students are expected to take responsibility for their own actions and adhere to school rules and policies. Teachers must supervise students and enforce school rules and policies.

The **Code of Behaviour** applies to all school-related events, in particular those relating to dress, language, and conduct eg, excursions and camps, performances and social events.

- **Mobile phones and portable music devices** - In the interest of seeking to create a mobile free zone, the school reserves the right to collect mobile phones from students at the beginning of the school day. Phones will be stored in a secure manner and returned to the student at the end of the lesson or school day, whichever is applicable. Teachers are role models for the students and are asked to not use their Mobile phones in the classroom or around students unless required for emergency. Student use of phones or devices will result in confiscation of the device, which will be returned at the end of the day. Repeated use will result in parents being informed and students will be required to hand up their phone before the start of school for a week. See *Mobile Phones and Digital Devices – Acceptable Use Policy*.
- **Lockers** - every High School student has access to a locker. Students are responsible for the security of this locker by providing a lock, along with a spare key or the combination to the Front Office in cases of emergency.
- **Property** - students must treat anything belonging to themselves, another person or the school with respect. In the school yard, we need to care for the environment, especially taking care not to litter or damage property or the garden. Students who damage or deface school property will be asked to repair any damage they have caused, and where this is not possible, they will be asked to pay for the damage to be repaired. If students bring anything of value to school (eg, musical instruments) parents need to consider taking out their own insurance to cover this, as students' property is not covered by the school's insurance policy.

KINDERGARTEN SUPPORTIVE LEARNING AND BEHAVIOUR POLICY

In the Kindergarten we work with the behavioural expectations, school rules and policies of the Mt Barker Waldorf School in an age-appropriate way in order to build community amongst the children and adults. Good or right behaviour is modelled by teachers and adults. The learning environment in the Kindergarten benefits from a close communication between the Kindergarten Teachers, Educator/Assistants and the parent/s and caregiver/s.

- Each kindergarten teacher strives to guide children toward personal growth and works with many pre-emptive, creative processes in the classroom.
- Where a child's challenging behaviours require more extensive intervention, the kindergarten teacher may consult with other teachers, including the Student Support Co-ordinator, Faculty Chair, Assistant Principal and/or arrange a meeting with the parents to establish helpful support for the child.

BEHAVIOURS REQUIRING INTERVENTION AND ACTION INCLUDE:

- Bullying, harassment
- Repeated inability to meet social expectations of the Kindergarten.
- Physical, verbal or emotional assault or aggression towards students or teachers
- Serious or Concerning Problem Sexual Behaviour

While the policies generally remain as described, procedures can change. The following are the general procedures to be followed. However, each circumstance of behaviour is different and may require a unique response by the teacher that addresses the particular situation and child.

1. Where the kindergarten child displays challenging behaviour the teacher will gently address the child.
2. If the behaviour persists and there is a pattern of challenging behaviour, the kindergarten teacher will inform parents and in consultation with them may request a programme of special support. The school may also seek advice from the Student Support Faculty to support the child.
3. In some situations the kindergarten teacher may also ask for an external assessment of the child.
4. The kindergarten teacher will also keep records of behavioural incidents and how they are dealt with.
5. In a situation where particularly challenging behavioural problems occur, which cannot be dealt with in the kindergarten, the teacher may direct the child to The Student Support Hub. The parents will be notified and may be asked to take the child home.
6. Where extreme challenging behaviours occur, please refer to the Early Childhood Extreme Behaviour Support Procedure.

SUSPENSION, EXCLUSION OR EXPULSION- KINDERGARTEN

If the challenging behaviour continues despite the programme of support, the kindergartenteacher in consultation with the Principal or nominee will look to an appropriate course of action relevant to the situation. This could include suspension, exclusion or expulsion.

In the event of any behaviour which threatens the safety or wellbeing of others, including: bullying; harassment; physical assault on students or teachers; problem sexual behaviours/harassment, the school may suspend, exclude, or expel the child. Suspension would be short term, up to five days and would be decided by the Kindergarten teacher in consultation with the Principal. Exclusion would be for a longer period (one to ten weeks) and would be at the discretion of the Kindergarten faculty in consultation with the Principal or nominee. Return to the school would be subject to the child and/or their family having met conditions agreed to with the Principal or nominee. Re- entry is not guaranteed.

PRIMARY SUPPORTIVE LEARNING AND BEHAVIOUR POLICY

In the Primary School we work with the behavioural expectations, school rules and policies of the Mt Barker Waldorf School in an age-appropriate way in order to build community amongst the students and adults.

Behaviours to support positive learning in the classroom:

In the Primary School - Together we are...

Caring and Kind: Kind to yourself and others, caring for the environment, caring for property.

Co-operative: Follow classroom expectations. Follow instructions. Support a learning environment.

Collaborative: Listen to each other. Contribute and participate. Show good manners.

Courageous with Learning: Give tasks a go. Do your best. Keep trying. Ask for help.

Community Minded: Helpful. Safe. Positive. Fair and Honest.

The above provides the foundation for each class and their teacher to develop age appropriate and class specific expectations that are devised and upheld by the students and reviewed when needed. This classroom agreement is visibly posted in each classroom.

STRATEGIES TO SUPPORT POSITIVE BEHAVIOURS IN THE CLASSROOM:

- Teachers are encouraged to develop/maintain the habit of acknowledging /reinforcing positive behaviours and attitudes of students.
- The teacher and the class regularly and collaboratively revisit the classroom agreement for a positive learning classroom (this includes Specialist teachers) so expectations are very clear.
- The teacher is encouraged to operate with a positive construct – eg. “Before we begin the lesson please be reminded that my expectations of the class will

be that ... “

- Teachers can use re-set and re-engage strategies, including the Ready to Learn Scale and Ready to Learn Plan.
- It cannot be assumed that students know right or good behaviour. It needs to be a continual learning process. Teachers use Restorative Practices to enable students to develop an understanding of their behaviour and how it affects others.
- Responses and consequences by the teacher(s) to inappropriate behaviour are consistent and clearly communicated and understood by the students.
- Teachers reflect on their own practice and the behaviour of the student. Teachers seek feedback and support from colleagues and school leaders to consider improvements to the learning culture. Specialist Teachers communicate with the Class Teacher and the Faculty in regard to students who are in need or displaying patterns of challenging behaviours.

THE RESPONSIBILITIES OF THE CLASS TEACHER:

The Class Teacher is the primary resource person for the student. Where a student's behavioural difficulties require more extensive intervention, the Class Teacher will be fully informed of specific assistance and/or programs put into place for students, and will be the liaison between school and home.

THE RESPONSIBILITY OF THE STUDENT SUPPORT COORDINATOR:

Can directly or indirectly assist students and teachers in supporting students. This may include coordinating assistance from the Student Support Faculty, recommendations for external assessment or professional assistance and/or behaviour management strategies relevant to the individual student.

PRIMARY SCHOOL GUIDELINES TO RESPONDING TO STUDENT BEHAVIOUR

Responding to behaviour that is not safe, respectful, responsible or accountable is done with the objective of leading the individual to an awakening sense of justice, morality and the development of understanding and skills which promote safe, respectful, responsible and accountable behaviour

BEHAVIOURS WHICH REQUIRE INTERVENTION AND ACTION INCLUDE:

- Breaking a school rule or classroom agreement.
 - Unsafe, disrespectful behaviours in the playground
 - Disrupting other students' learning
 - Refusing the disciplinary correction of a teacher
 - Rudeness, physical aggression, harassment or verbal abuse
 - Gross misconduct, continued inability to meet school agreements and expectations.
1. First incident, verbally remind the student which rule/agreement they have broken and of the correct behaviour. (Do not assume that the student can

identify inappropriate behaviour.)

2. Second incident: The teacher to give a warning to the student in a consistent manner or mode, that the student can preferably “see”, eg. initials on the blackboard, a card system etc.
3. Third incident: The student has an immediate consequence – the exact nature of that depends on the class level, but may include: using a strategy from the child's Ready to Learn Plan, moving to another position in class, speaking with the teacher after the lesson, having time (5 min) outside the classroom to reset, having time out in the Hub, being sent to another classroom or the office.
 - If the behaviour results in injustice to another person, or to property, Restorative Practices will be used to restore relationship and repair harm to the other person or property.
 - Repeated incidents are an indication that the student is requiring additional support using a team approach –which includes parents, relevant teachers, the Student Support Faculty and/or external consultants.
 - If there is repeated or serious challenging behaviours, immediate suspension, exclusion or expulsion could follow. This decision is exclusively held by the Principal or nominee. (See Suspension, Exclusion and Expulsion below).

Teachers are to report incidents for record keeping. Collecting data supports the school to identify patterns and implement appropriate support for students.

HIGH SCHOOL SUPPORTIVE LEARNING AND BEHAVIOUR POLICY

In our High School, students of the same class form very strong social relationships. These relationships, when healthy and trusting are one of the great strengths of Waldorf Education. Conversely, when there is an element in the class which is persistently uncooperative, disruptive and/or abusive, the class becomes a very insecure environment for many of the students. The result can be a serious decline in learning with a significant effect on the healthy development of the class as a whole. We will always endeavour to do the best we can to support and integrate students who are having difficulties. However, this cannot be at the expense of other students, and for this reason, the following policy should be noted.

Learning and Social Expectations for High School Students:

Kind and Respectful: Care for self, others, school environment and property

Community Minded: Be helpful, positive, safe, fair and honest

Co-operative: Follow school rules and the dress code.

Collaborative: Listen to, work with and consider others.

Connected and Engaged: Try to the best of your ability, hand in set homework and assigned tasks on time. Ask for help if needed.

Organised: Be punctual and read for school and lessons with appropriate materials and equipment.

The above provides the foundation for each class and their teacher to develop age appropriate and class specific expectations that are devised and upheld by the

students and reviewed when needed. This classroom agreement should be visibly posted in each classroom.

STRATEGIES TO SUPPORT POSITIVE BEHAVIOURS IN THE CLASSROOM:

- Teachers are encouraged to develop/maintain the habit of acknowledging /reinforcing positive behaviours and attitudes of students. Teachers foster positive relationships with students
- The teacher and the class regularly and collaboratively revisit the classroom agreement so expectations are very clear. The agreement is visibly posted in the classroom.
- The teacher is encouraged to operate with a positive construct – eg. “Before we begin the lesson please be reminded that my expectations of the class are that ...” or “Today we are working with the values of...”
- The teacher ensures student engagement by checking for understanding and reminding students of what they are meant to be doing in the lesson.
- All teachers have the responsibility to be familiar with and attend to the specific accommodations and strategies recommended for students with disabilities/learning difficulties
- The teacher uses the Ready to Learn Scale and student Ready to Learn Plans, which might include directing students to choose a strategy to reset.
- Teachers use Restorative Practices with students to repair harm after challenging behaviours are observed in the lesson. Discuss the impact of behaviours, what might be the barriers to learning and what needs to be restored or changed.
- Teachers reflect on their own practice and the behaviour of the student. Teachers seek feedback and support from colleagues and school leaders to consider improvements to the learning culture. Teachers communicate with the Class Guardian and the Faculty in regard to students who are in need or displaying patterns of inappropriate behaviour.

THE RESPONSIBILITIES OF THE CLASS GUARDIAN:

The Class Guardian is the primary resource person for the student. Where a student’s behaviour difficulties require more extensive intervention, the Class Guardian will be fully informed of specific assistance and/or programs put into place for students, and will be the liaison between school and home.

THE RESPONSIBILITY OF THE STUDENT SUPPORT COORDINATOR:

Can directly or indirectly assist students and teachers in supporting students. This may include coordinating assistance from the Student Support Faculty, recommendations for external assessment or professional assistance and/or behaviour management strategies relevant to the individual student.

GUIDELINES TO RESPONDING TO STUDENT BEHAVIOUR IN THE HIGH SCHOOL

Responding to behaviour that is not safe, respectful, responsible or accountable is done with the objective of leading the individual to an awakening of justice and the development of understanding and skills which promote safe, respectful, responsible and accountable behaviour

BEHAVIOURS WHICH REQUIRE INTERVENTION AND ACTION INCLUDE:

- Contravening a school policy or class agreement in or out of the classroom
 - Rudeness, aggression, harassment, discrimination, bullying or verbal abuse
 - Gross misconduct, inability to meet school behaviour expectations.
1. First incident, a verbal reminder is given to the student of which rule they have broken and the correct behaviour. (Do not assume that the student can identify inappropriate behaviour.)
 2. Second incident: The teacher gives a warning to the student using a consistent manner or mode, that the student can preferably “see”, eg. initials on the blackboard, a coloured card system etc.
 3. Third incident: There is an immediate consequence – the exact nature of that depends on the individual student (students with particular needs may have recognised strategies / accommodations) and the class level.
 - If the behaviour results in injustice to another person, or to property, Restorative Practices will be used to restore relationship and repair harm to the other person or property.
 - Teachers will write an incident report when repeated inappropriate behaviours or more serious behaviours occur. This is with the intention of developing a “shared approach” to address the student’s issues.
 - Repeated incidents are an indication that the student is requiring additional support by a team approach – which includes parents, relevant teachers, the Student Support Faculty and/or external consultants.
 - If there is repeated or serious challenging behaviours, immediate suspension, exclusion or expulsion could follow. This decision is exclusively held by the Principal or nominee.
 - If there is repeated misbehaviour, after a program of support has been put into place - suspension, exclusion or expulsion could follow. This decision will be in collaboration with a Principal or nominee.

THE STEP SYSTEM AS A SYSTEMATIC PROCEDURE FOR REPETITIVE BEHAVIOURS

- Step 1** In the event that a student's behaviour becomes problematic, a record will be made of the incident or situation and a meeting will be arranged with the teacher and the student concerned. Appropriate behaviour will be clearly identified and the student will be expected to make changes to any inappropriate behaviour. This meeting may also include the Class Guardian.
- Step 2** If there is no change, a meeting will be called with the Class Guardian and Parents/caregivers, and the student, to establish clear and formal (written) expectations for future behaviour. This meeting may include a member of the Student Support team
- Step 3** If behaviour issues still persist, a meeting will be arranged with the student, the Assistant Principal and parents. This meeting may also include the Class Guardian and a member of the Student Support Team. In this meeting further strategies may be put in place by the school including a Student Support Plan, Behaviour Agreement, counselling, therapeutic help or external assessments to help mediate the situation. The student will be expected to co-operate fully in any agreements and contractual arrangements arising from such a meeting. The student will be placed on probation as a matter of course in any step 3 meeting. The terms and conditions of the probation will be outlined at the meeting.
- Step 4** If, despite the previous steps, the behaviour issues continue, step 4 will involve an automatic suspension. The duration of the suspension and the contractual arrangements for return to school will be decided by the Principal or nominee.
- Step 5** If the student's behaviour is still unchanged upon return to school after a suspension, the next step will be a further suspension or exclusion for up to a term. Re-entry to the school will be at the discretion of the Principal. In certain circumstances the school may decide on expulsion as a final resort.

SUSPENSION, EXCLUSION OR EXPULSION- PRIMARY AND SECONDARY STUDENTS.

Serious or repeated inappropriate behaviour:

- Refusing the disciplinary correction of a teacher without reasonable cause; rudeness, aggression, bullying and / or abuse to students and / or teachers; gross misconduct and/or continued inability to meet expectations (including repeated less serious behaviour) may result in immediate removal of the student to the Assistant Principal's office. Parents may be notified to take the student home. The incident will be investigated. A meeting may be called with parent(s), and the Class Teacher/Class Guardian, to address the incident and to clarify future expectations of the student.

- A single serious incident, or repeated serious misbehaviour, are sufficient grounds for the Principal or Assistant Principal to consider suspension, exclusion or expulsion proceedings.

SUSPENSION

A student may be suspended if the Principal or nominee believes, on reasonable grounds, that the student has:

- threatened or perpetrated violence, **or**
- acted in a manner that threatens the good order of the school or the safety or wellbeing of a student or member of the staff of the school, **or**
- acted illegally **or**
- repeatedly interfered with the ability of a teacher to instruct students or of a student to benefit from that instruction, **or**
- for the safety of the student and/or other students **or**
- any reason that is deemed necessary by the Principal and/or nominee.

Initially a student may be suspended for a period of up to five days, depending on the severity of the behaviour. Each suspension will be noted. During the period of the suspension, a conference will be conducted between the Class Teacher/Class Guardian, the Principal, Assistant Principal or nominee, the parent and the student (if age appropriate) to discuss a 'staying in school' plan. This plan will focus on acceptable changes in the student's behaviour and an improvement in learning.

The purpose of suspension is to bring the school, the student and the parent together to negotiate a satisfactory outcome for the student and the school. There are no appeal rights against suspension.

EXCLUSION

A student will generally be excluded rather than suspended if the severity or frequency of the unacceptable behaviour warrants a stronger response. A student may be excluded if the Principal or nominee believes on reasonable grounds that the student has:

- threatened or perpetrated violence, **or**
- acted in a manner that threatens the good order of the school or the safety or wellbeing of a student or member of staff, **or**
- repeatedly interfered with the ability of a teacher to instruct students or of a student to benefit from that instruction, **or**
- acted illegally **or**
- for any reason that is deemed necessary by the Principal and/or nominee.

A student may be excluded from school for between four and ten weeks or for the remainder of the term or semester. During that time the student will be required to complete an alternative education program which may be at another school, by home schooling, or a combination of these.

Before exclusion, there is a conference at which the Class Teacher, the Principal or nominee, and parent(s) will work to develop a set of behaviour and learning goals to be achieved during the period of exclusion.

EXPULSION

The Principal or nominee may ask a student to leave the school if they have:

- perpetrated significant acts of violence at the school, **or**
- acted in a manner that threatens the good order of the school or the safety or wellbeing of a student, **or**
- acted illegally or
- for any reason that is deemed necessary by the Principal and/or nominee.

The process will be explained to the parents and to the student if age appropriate at a conference to be held before the expulsion takes place.

INFORMATION

APPENDICES

Appendix 1 - The Role of the Teacher in the three stages of Child Development - Relevant to teaching and Learning Behaviour, Expectations and Responses to Behaviour

Appendix 2 – Procedures to support positive student learning and engagement in Primary School Flowchart

Appendix 3 – A guide to supporting positive behaviours in Primary and High School Classrooms

Appendix 4 – Procedures to support positive student learning and engagement in High School Flowchart

Appendix 5 – Learning expectations Primary School

Appendix 6 – Learning expectations High School

APPENDICES:

Appendix 1. The Role of the Teacher in the three stages of Child Development - Relevant to teaching and Learning Behaviour, Expectations and Responses to Behaviour

In the Waldorf School, there are different expectations and responses regarding behaviour at different age levels. What is appropriate in the Kindergarten will be different for the primary school and the high school. Through recognition of the implications of the stages of child development (as given by Rudolf Steiner) correct forms and rhythms are set in place so that the individuality of the child is protected and safety is ensured. These rhythms and forms should also encourage the progression from outer discipline (as in the Kindergarten, where through imitation the child is enfolded in a form cared for by the teacher) to inner (self) discipline (in the Upper School).

KINDERGARTEN

In these years, the child is most imitative and open.

- The child models her/his behaviour on those adults most central or significant to her/his life.
- The adult, therefore, strives to be worthy as example – in thought, word and deed.

PRIMARY SCHOOL

In these years, the authority of the teacher 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 this relationship.
- The teacher's authority will be something which resonates with the children's own needs, which works as a principle of freedom for the children by releasing their own inherent powers.
- The nurturing of respectful behaviour between teacher and child will best operate if the teacher inspires a rich appreciation of the wholeness and beauty of the world i.e. if a "religious" and artistic dimension to life is nurtured. Also, the teacher should have an unquestioned authority, arising quite naturally, developing over the years, with her/his own class. This authority is not expressed in a fixed way, but is creative, mobile, changing to meet new situations and changing as the child grows older.
- The forms and rhythms created by the Class Teacher, which will change as the student moves from the lower classes to Class 7, provide a security that protects and nurtures the child while allowing spontaneity and expression of individuality.
- It is necessary also as the classes progress in the lower school to classes 6-7, that the students begin to participate more actively and responsibly in the social dynamics of the group.

THE HIGH SCHOOL

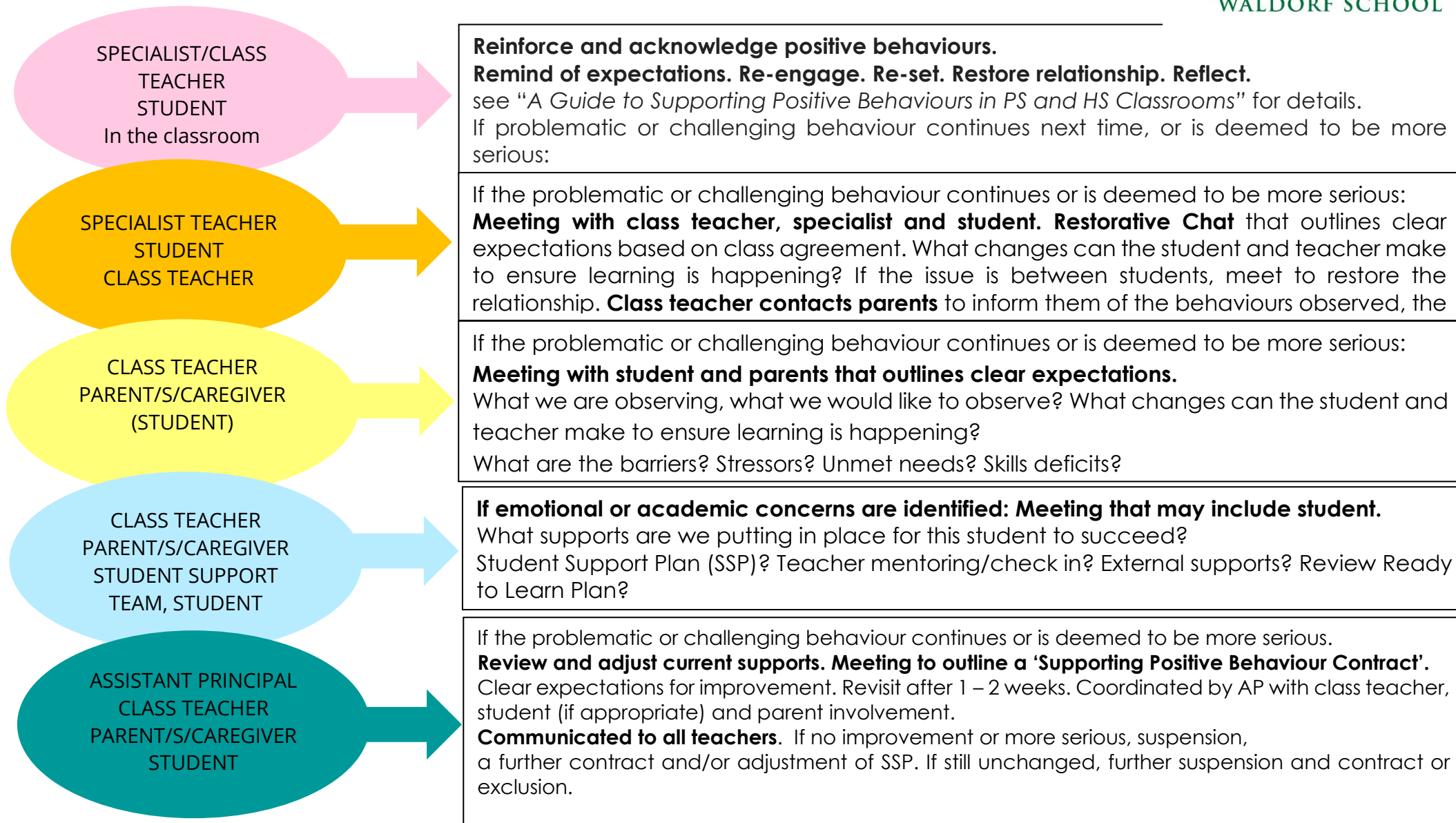
Now the student's relationship to authority begins to change.

- Authority is increasingly seen by the students to rest in the intrinsic worth of the various disciplines of knowledge.

- All subjects are now taught by teachers who are specialists in their field. This meets the needs of the student, who has a much more individually based understanding of the world. **She/he wants to think for herself, test the limits of her capacities, experiment, weigh facts and make comparisons and critical judgements.** The power of cognition has begun to develop in her/him.
- The student becomes freer and more self-dependent.

While the teacher is still invested with authority, the pupil/teacher relationship is increasingly one of co-operation. Both teacher and pupil are bound by a common interest in the subject-matter as they enter together into fields of study and research.

PROCEDURES TO SUPPORT POSITIVE STUDENT LEARNING AND ENGAGEMENT PRIMARY SCHOOL- FLOWCHART

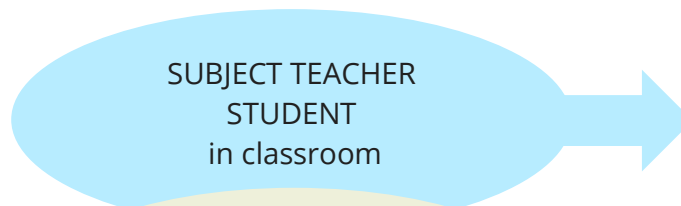


A GUIDE TO SUPPORTING POSITIVE BEHAVIOURS IN PRIMARY AND HIGH SCHOOL CLASSROOMS

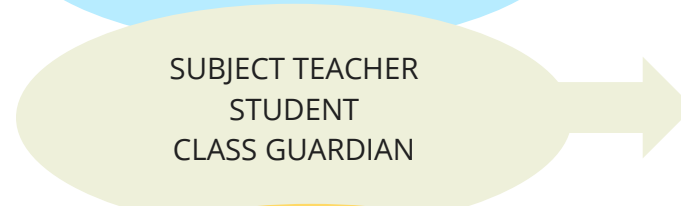
REINFORCE POSITIVE BEHAVIOURS	<p>Practice a 4:1 ratio of positive comments to corrections. Notice the students who are meeting expectations and acknowledge their efforts. What we pay attention to grows. Build positive relationships. Use positive primers. Connection before correction.</p>
REMINDE OF EXPECTATIONS	<p>Develop consistent expectations that are regularly reinforced. Refer to the classroom agreement and the values you are working with today. Call them out with love in your voice. Give clear and timely feedback about expectations and areas for improvement. “When we enter the classroom, we take out our books and pens” “We listen respectfully to others”</p>
RE-ENGAGE	<p>“We are working on X now. Please take out your pens and...” Check the student understands what they are meant to be doing and how to do it. Where are they on the Ready to Learn Scale?</p>
RE-SET	<p>Suggest the student uses a strategy from their Ready to Learn Plan. Give the student the opportunity to leave the classroom for a minute or two to assist in regulating their behaviour. Sit outside, get a drink, run an errand. Incorporate ‘brain breaks’ into your lessons. Give the student the opportunity to go to the Hub if needed. Follow up with Student Support Team.</p>
RESTORE THE RELATIONSHIP	<p>One on one discussion- “What support do you need to learn in this lesson?” Discuss the impact of the behaviour on learning. If relevant: “Who do you think has been affected by your behaviour? What can you do to make things right?”. Connect to the student- what might be going on for them? Why might they be challenged to engage? What can you do to assist them to grow? Separate the student from their behaviour.</p>
REFLECT	<p>Follow up with a short discussion with the student after class. “I observed in the lesson that...” “I see you found it hard to engage in that lesson....” What can the student do differently next time to improve the learning outcome for themselves and others? Maintain a vision of the child’s wholeness and recall child development pathways. Reflect on your own practice. What was the antecedent to the event? What will you try next time to support and improve student learning? What went well? Seek feedback from a peer or mentor. Discuss any concerns with the Class Guardian, Student Support Team and/or Leadership.</p>

PROCEDURES TO SUPPORT POSITIVE STUDENT LEARNING AND ENGAGEMENT

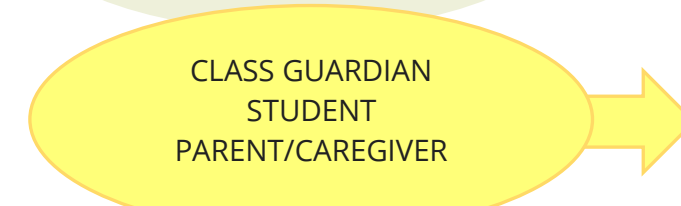
HIGH SCHOOL- FLOWCHART



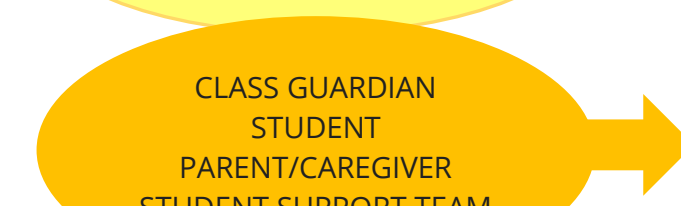
Reinforce and acknowledge positive behaviours.
Remind of expectations. Re-engage. Re-set. Restore relationship. Reflect.
see "A Guide to Supporting Positive Behaviours in PS and HS Classrooms" for details.
If problematic or challenging behaviour continues next time, or is deemed to be more serious:



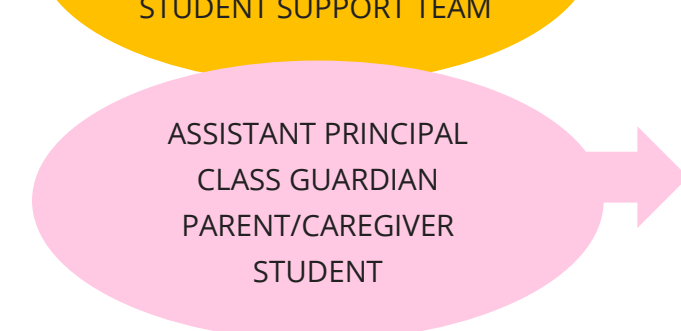
Step 1: If the problematic or challenging behaviour continues or is deemed to be more serious:
Meeting with Guardian, teacher and student. Restorative Chat that outlines clear expectations based on class agreement. What changes can the student and teacher make to ensure learning is happening? If the issue is between students, meet to restore the



Step 2: If the problematic or challenging behaviour continues or is deemed to be more serious:
Meeting with student and parents that outlines clear expectations.
What we are observing, what we would like to observe? What changes can the student and teacher make to ensure learning is happening?

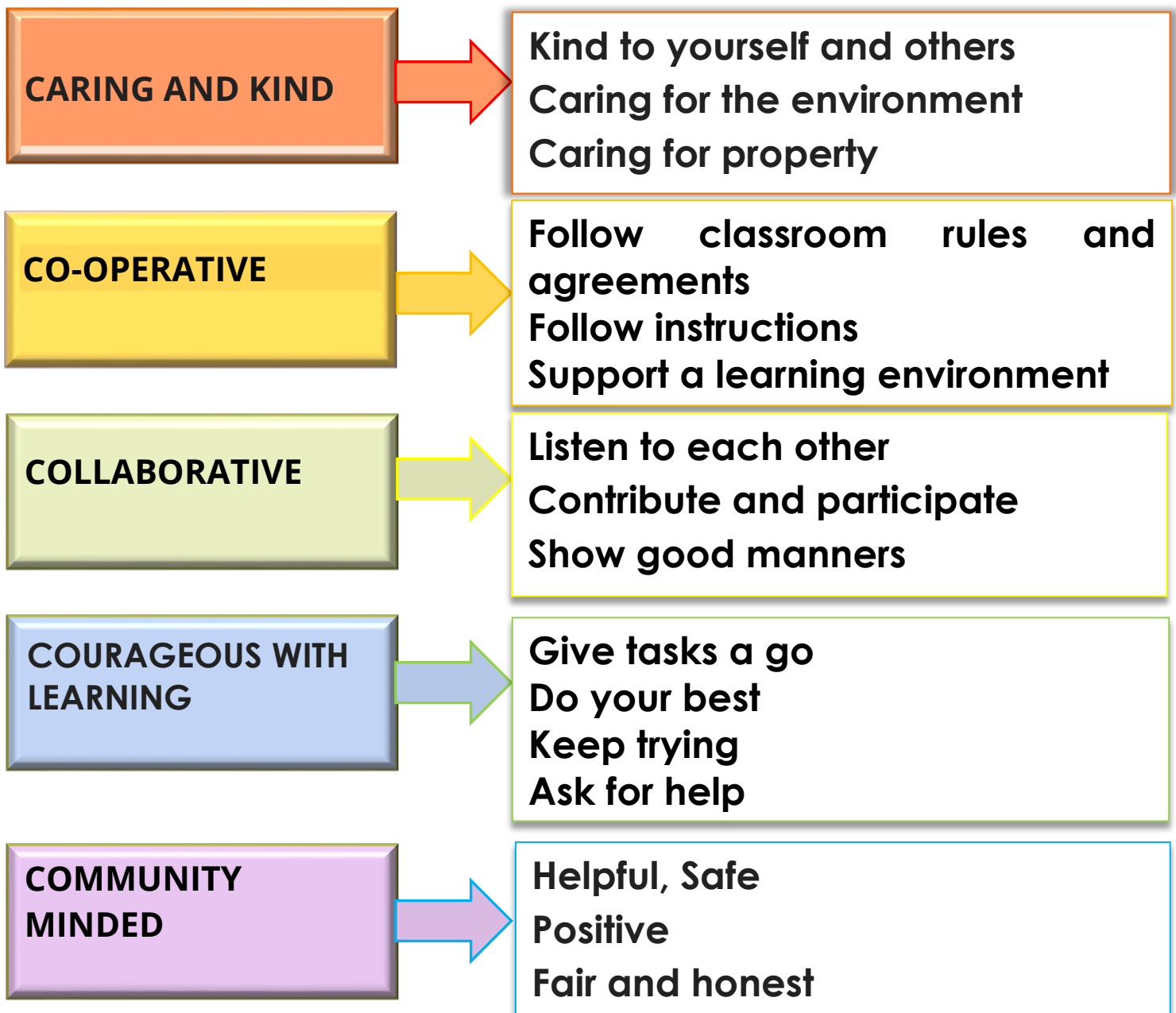


If emotional or academic concerns are identified: (Meeting may include student)
What supports are we putting in place for this student to succeed?
Student Support Plan (SSP)? Teacher mentoring/check in? External supports? Review Ready to Learn Plan?



Step 3: If the problematic or challenging behaviour continues or is deemed to be more serious.
Review and adjust current supports. Meeting to outline a 'Supporting Positive Behaviour Contract'.
Clear expectations for improvement. Revisit after 1 – 2 weeks. Co-ordinated by AP with guardian, student and parent involvement.
Communicated to all teachers. If no improvement or more serious, suspension (**Step 4**) a further contract and/or adjustment of SSP. If still unchanged, further suspension and contract or exclusion (**Step 5**).

PRIMARY SCHOOL- TOGETHER WE ARE...



LEARNING AND SOCIAL EXPECTATIONS FOR MOUNT BARKER WALDORF HIGH SCHOOL STUDENTS



VERSION CONTROL

Version	Action	Approved by	Date
Policy BEH 001.v1	Transferred from Handbook		01/06/23

	Reviewed and formatted		25/07/23
Policy BEH 001.v2	Updated with new procedures as appendices	LW	31/07/23