
EXTREME BEHAVIOUR SUPPORT PROCEDURE

PURPOSE

This procedure describes Mount Barker Waldorf School's practices for working with extreme student behaviour in Primary School. The objective of the Primary School Extreme Behaviour Support Procedure is to establish a safe workplace for Teachers, Student Support Officers, and Students, and promotes an inclusive environment which is conducive to learning and encourages positive behaviour. Our school has a zero-tolerance to physical violence and unsafe behaviour.

BACKGROUND

Mount Barker Waldorf School is committed to providing a safe working and learning environment and to providing every student with the educational support they need to learn and maintain positive behaviour. The Primary School Extreme Behaviour Support Procedure sits underneath the School's Behaviour Policy, and alongside the accompanying Positive Behaviour supports and Learning Expectations. All rules from these policies and procedures apply.

The Mount Barker Waldorf School Primary School Extreme Behaviour Support Procedure seeks to protect both personal and community safety, reduce challenging behaviours, restore relationships, enhance wellbeing, foster responsibility, and enable personal growth.

GUIDING PRINCIPLES

The following principles have helped guide the development of Mount Barker Waldorf School's Primary School Extreme Behaviour Support Procedure:

- Behaviour serves a purpose, known as a function of behaviour. Students often behave in ways which are to them meaningful and purposeful, based on their perceptions of the best ways to meet their particular needs in a situation or context. Student behaviour encompasses a range of behaviours, from positive and respectful to challenging and high-risk;
- Our school community plays an important role in modelling socially acceptable behaviour and we actively seek to equip students to make positive choices;
- Consequences reflect the ethos of the school and the expectations of the wider community;
- All individuals and groups within our schools are valued and treated with respect. We acknowledge that students experience varied capacities to learn and to cooperate with other people and support them accordingly;
- Students demonstrating challenging behaviours due to the functional impact of their disability, are supported through appropriate behaviour support strategies, developed in consultation and collaboration with the student (where appropriate), their family and any relevant external allied health and/or medical professionals. These strategies will be documented in the student's Student Support Plan (SSP) and/or Behaviour Support Plan;
- The development and maintenance of positive behaviour is supported within our curriculum and throughout the day-to-day life of the school. It is pro-actively supported through planned and incidental teaching, and through structures within the school;
- A safe, caring, orderly and productive school community is created in partnership with staff, students and their families;
- School staff apply and maintain relevant skills which align with the school's agreed approaches; and

- Mount Barker Waldorf School works in partnership to identify shared values regarding student behaviour, to clarify expectations and consequences in the school's Behaviour Policy and to ensure that they are being applied consistently.

SCHOOL PHILOSOPHY

The objective of Mount Barker Waldorf School's Primary School Extreme Behaviour Support Procedure is to establish a safe and positive learning community which increases student responsibility and student learning.

'The child who lives in an atmosphere of warmth and love and who has around them really good examples for imitation are living in their right element'

Rudolf Steiner, Education of the Child

As educators we nurture each child's development according to our understanding of Rudolf Steiner's principles. We provide a stable and harmonious routine, within a secure environment. Reverence and care for self, each other and the environment is practiced. Individual and group needs are recognised and affirmed.

While maintaining respect for the child's inner self, a meaningful structure is needed to deal with inappropriate behaviour. This will include understanding child development, fostering an appreciation of what is being expressed by the child, and what appropriate action needs to take place. This will also include considering the gifts and challenges of the child and others in their environment.

We respect the child's inherent self, and our task is to recognise, protect and encourage them. As educators, we work to further each individual's development; to free the self from encumbrances, to challenge and stimulate, and to offer the resistance and clear consistent boundaries that it needs in order to grow independent and inwardly sturdy and strong. By setting parameters that balance, heal, curb excesses, and overcome hinderances we gradually work towards the time when the individuality can emerge, ready to be able to take charge of its own self-direction and self-discipline. This is Education Towards Freedom – the freedom each one has to pursue what it is they need to do to fulfil their earthly purpose.

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.

*'Receive the child in reverence,
Educate them in love, and
Send them forth in freedom.'*

Rudolf Steiner

EXTREME BEHAVIOUR

Sometimes, a child's behaviour can escalate to a level that impacts on the safety and wellbeing of teachers, support staff, other children and themselves. This level of behaviour is where the student has threatened or perpetrated violence, or acted in a way that threatens the physical and/or psychological safety or wellbeing of students, members of staff or other people associated with the school.

In these instances, the Teacher will:

- Ensure the safety of all students and bystanders by relocating the rest of the class from the immediate area when a student is exhibiting concerning behaviour.

- Ensure their own safety by removing themselves from harm's way (i.e. out of hitting/kicking range or from thrown objects)
- Do not attempt to restrain the child
- Manage ongoing risks while the student who has engaged in the behaviour of concern regulates and calms down
- Call the Hub or the Front Office for support in managing the situation

Front Office or Hub will:

- Immediately send the Student Support Coordinator, if not available then the Assistant Principal, if not available then the Principal
- The responder will assess the situation for risk with the aim to allow the student who has engaged in the behaviour of concern time to regulate their emotions/behaviour
- If there is risk of immediate harm to others or the student who has engaged in the behaviour of concern, the responder will take appropriate action,
- Manage ongoing risks while student who has engaged in the behaviour of concern regulates and calms down

After the incident the Teacher or Leadership representative will:

- Investigate the incident once the student who has engaged in the behaviour of concern is calm and regulated
- The Principal determines whether the incident is to be handled under this procedure and whether it warrants a suspension. If so, the Principal determines the length of suspension.
- Inform parents/caregivers to collect the student as soon as practical
 - A student sent home under this procedure is considered suspended and will stay home for a length of time directed by the Principal (usually one day) so that follow up support may be put in place
- Check in on the wellbeing of those affected
- Ensure a debrief of the incident with an incident report
 - This will include a 'what could have been done differently' section for before, during and after the incident from all participants' perspectives
- Contact parents/caregivers to communicate context of incident and organise a support interview
 - Parents of the student who has engaged in the behaviour of concern receive written report of incident with relevant details around suspension
 - Communication to those in the class affected by the incident which may be the whole cohort
- Initiate follow up support for those affected by the incident
- Start/update the Student Support Plan with learning from incident
- Start/update a Behaviour Support Plan process where appropriate
- Organise a 'reconnection meeting' for the student who has engaged in the behaviour of concern.
- Organise a restorative conversation where appropriate.
- Contact parents of both parties to offer a facilitated discussion around the incident, where considered appropriate by the Leadership team.

FOLLOW UP SUPPORT FOR THOSE AFFECTED AFTER EXTREME BEHAVIOUR

Mount Barker Waldorf School recognises that support is needed for those directly affected by extreme behaviour within the environment of the class. This may include students, staff and parents/caregivers.

BYSTANDER SUPPORT (WHEN REQUIRED)

- **Targeted student(s)** – Students' health and wellbeing will be checked, and parents/caregivers called if unable to continue at school. If able (at the discretion of the Class Teacher) the student(s) can be talked to about the incident to understand what happened. This may happen at a later date.
- **Class meeting/Social story** – depending on the age group, the Class Teacher, assisted by the Student Support Coordinator or Assistant Principal, will meet with the class to debrief the incident

and talk through strategies for support. This will be done in the day the affected student is away to allow for proactive strategies to be in place. Restoring relationships and ensuring a safe place for all (including the affected student) is the aim.

- **Parent communication** – The class will be communicated with as to the nature of the incident and the measures being put in place to ensure safety.
- **Staff wellbeing** – staff will be communicated with to ensure they have the support they need to manage any ongoing issues for the class and the affected student. Assess the use of other proactive strategies like collaborative teaching that may be needed.
 - If staff are impacted by the incident, support is offered for their own wellbeing. This may include support from the School's Employee Assistance Program.
- **Strategies for Success** – Any new strategies that come from debriefing, or an update SSP or BMP will be communicated to all teachers of the cohort.
- **Restorative Conversation** – A restorative conversation will be had by a those affected to ensure that the harm is repaired. This may include class restorative conversations led by the Assistant Principal or another staff member with RP facilitator training.
 - Restorative conversations between parents or within the class community may also need to be considered.
- **Reconnection Meeting** – A reconnection meeting will be held with the suspended student and their parents (where appropriate) to understand context and support positive behaviour change. It will also be used to reinforce expectations and identify any necessary supports that have been implemented. This may look different depending on the age of the student and their specific needs.

These strategies will be informed by relevant information and specific observational strategies to ensure decisions are timely, evidence-informed and developmentally appropriate.

INTERVENTION PLANNING FOR STUDENTS WITH KNOWN EXTREME BEHAVIOUR

Where approaches to supporting behaviour have not sufficiently prevented challenging behaviour, Mount Barker Waldorf School will draw on a range of personalised and developmentally appropriate strategies to support the affected student.

The following approaches may be utilised as required to support students with challenging behaviour:

EARLY INTERVENTION

Some students may exhibit behaviour that interferes with their learning, or the learning of others, when they first start school, or at some time thereafter. Additionally, they may lack the socialisation to cope with the demands of classroom learning. The earlier that intervention strategies are applied, the greater the likelihood of the development of positive behaviours. These strategies help build the social and personal skills of students in their first years at school so they can develop the behaviours that are prerequisites for successful learning. This may involve consultation and support from external allied health professionals.

These intervention strategies and programs may include but are not limited to:

- Recommendation of Educational Assessment
- Introducing or Reviewing Student Support Plan
- Introducing or Reviewing Behaviour Management Plan
- Participate in internal Social skills classes (e.g. What's the buzz)
- Modified daily program – setting up for success

BEHAVIOUR SUPPORT PLANS AND PROCEDURES

Mount Barker Waldorf School will implement a Behaviour Support Plan to address individual students' behaviour support needs where it is determined by the school to be appropriate. This is an agreement

reached formally between the school, a student and the student's parents/caregivers (supported by authoritative advice, if and when required, in relation to the student's medical or mental health needs) regarding future behaviour of the student and behaviour support.

The following will be included in the Behaviour Support Plan:

- The positive, formative purpose of the Plan;
- Duration of the Plan;
- Planned date of review;
- Expectations regarding the student's behaviour;
- Means by which the student's behaviour will be supported;
- Consequences of behaviour expectations not being met;
- Actions to apply following a satisfactory conclusion of the Plan; and
- Actions to apply if the student's behaviour is not in accord with the Plan's stated expectations based on careful monitoring.

The Behaviour Support Plan will be recorded in writing, signed by the parties involved, and dated.

ENLISTING OUTSIDE SUPPORT WHERE REQUIRED

Mount Barker Waldorf School builds productive, cooperative approaches with specific agencies that exist to support students and their families. This assists the school in determining informed approaches with challenging and complex cases.

Mount Barker Waldorf School will build productive, cooperative approaches by:

- Providing access to classrooms for professionals to observe behaviours
- Providing access to space within the school for the child to participate in appointments with allied health professionals
- Engage, collaborate and consult with allied health professionals, parents/caregivers and teachers
- Providing time and space for allied health professionals, parents/caregivers and teachers to meet regularly about the needs of the student.

ROLES AND RESPONSIBILITIES

Mount Barker Waldorf School recognises that students, the Principal, staff and parents/caregivers have a range of responsibilities in relation to student behaviour support.

STUDENTS

- Contribute to a safe and supportive learning environment for all students.
- Work with behaviour expectations outlined in school's behaviour code

THE PRINCIPAL AND/OR THEIR DELEGATES

- Develops, implements and regularly reviews, in consultation with the school community and governing council, a school behaviour code or Code of Conduct;
- Ensures that student behaviour is supported through procedures which are reinforced by a strong theoretical understanding of how student learning and behaviour are best supported, including at classroom level;

- Ensures that new staff, students and their families are aware of the school community's negotiated behaviour code and the decision-making procedures open to them if they wish to influence school practice;
- Ensures that parents/caregivers have access to the school's Student Behaviour Support Policy and Procedures, support materials and related documents;
- Ensures that parents/caregivers are aware of their rights to advocacy and of avenues open to them should they have grievances relating to the school's support of student behaviour;
- Implements ongoing professional learning for staff in behaviour education, learning and wellbeing and encourages opportunities for parent education and information; and
- Encourages external agencies when appropriate, to support staff and families in supporting student behaviour effectively.

TEACHERS AND STAFF EMPLOYED TO SUPPORT BEHAVIOUR AND WELLBEING

- Provide a safe and supportive learning environment for all students;
- Develop and maintain inclusive and engaging teaching and learning programs and initiatives for all students with a focus on building social and emotional competencies and the development of personal and social responsibility;
- Follow and model the school's expectations relating to student behaviour; and familiarise themselves with the agreed actions required to support a student demonstrating challenging behaviours;
- Structure the teaching program to facilitate learning and encourage students to achieve their personal best;
- Cater for the developmental, social and emotional needs of individual students and draw from a range of evidence-informed and developmentally mentally appropriate teaching methods. For students with disability, implement reasonable adjustments to ensure students are able to access the curriculum on the same basis as their peers;
- Provide formal and informal feedback on student learning to students and parents/caregivers, and regularly review teaching programs in the light of student learning outcomes;
- Critically reflect on practices and develop the knowledge and skills needed to support behaviour change successfully; and
- Respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and the safe school environment as appropriate.

NON-TEACHING SCHOOL STAFF

- Develop and foster positive relationships with all students and families in the course of their work.

PARENTS/CAREGIVERS

- Support school staff in maintaining a safe and supportive learning environment for all students;
- Ensure that the student regularly attends school and that school staff are notified of absences;
- Keep schools informed of health issues, concerns about behaviour or other relevant matters using the school's agreed avenues of communication; and
- Comply with the school's Policies and Procedures.

APPENDICES

Appendix A – Suspension for Extreme Behaviour Checklist

Appendix B – Reconnection after Suspension Guidelines

LEGISLATIVE CONTEXT

[*Education and Primary School Services \(Registration and Standards\) Act 2011*](#)

[*Disability Discrimination Act 1992*](#)

[*Disability Standards for Education \(2005\)*](#)

RELEVANT FRAMEWORK

[*The Australian Student Wellbeing Framework*](#)

VERSION CONTROL

Version	Action	Approved by	Date
Policy	Created May 2024 – update of EC procedure	Principal	May 2024
	Updated with advise from AISSA	Principal	June 2025

SUSPENSION FOR EXTREME BEHAVIOUR CHECKLIST

Only the Principal or delegate can suspend a student. A student will be suspended under this procedure if they have threatened or perpetrated violence or acted in a way that threatens the physical and/or psychological safety or wellbeing of students, members of staff or other people associated with the school.

The following checklist should be undertaken if there is reason to believe this procedure should be followed. It should be used once the incident has been managed and all students are in a place of safety.

NB Due to the time of day for different incidents, the order may be varied.

- ☐ **1. Investigate incident**
 - Verbal accounts from adult witnesses followed up by incident reports where appropriate.
 - Verbal accounts from students affected and bystanders, ensuring notes are kept.
 - If appropriate at this time, information from the student who has engaged in the behaviour of concern. If not appropriate at this time, to be followed up at a later date.
- ☐ **2. Determine if Extreme Behaviour Procedure to be used**
 - In consultation with the Principal, the decision is made based on the available evidence to use this procedure and suspend the student.
 - If suspension is used, determine the length based on the need for extra follow up required. Where follow up support involves the whole class cohort, the suspension may be for an extra day to allow time for this to be enacted.
- ☐ **3. Inform parents to collect the student who has engaged in behaviour of concern.**
 - This is followed up by an email with written details of the incident and details of the suspension.
- ☐ **4. Communicate with parents of students who have been affected by the incident.**
 - Parents of affected students should be contacted before the end of the day and offered the opportunity to come and talk to someone about the incident.
 - Affected bystanders should also be contacted before the end of the day.
 - If there are multiple bystanders, a whole class communication should be organised. This should be sensitive to the needs of all those affected including the student engaging in challenging behaviours.
- ☐ **5. Learning circle with staff involved**
 - What could have been done differently? Using the lens of 'student', 'environment', 'task'.
 - Is a Student Support Plan in place and are there any relevant strategies that need to be discussed?

- Is a Behaviour Support Plan in place? Does this need to be escalated due to the Behaviour Policy.
- Does an SSP need to be updated/created? Does a Behaviour Support Plan need to be updated/created?
- What are the main learnings that need to be addressed so that this incident doesn't happen again? Who will take up these actions?
- What needs to be communicated to parents and other staff?

☐ **6. Follow up support for class**

- Ensure identified support for bystanders and class is enacted. This may include social stories or a class meeting.
- Follow up parent and class communication. Is there anything that parents need to be aware of in the follow up support and conversations?

☐ **7. Staff wellbeing**

- Ensure all affected staff have a check-in around personal wellbeing.

☐ **8. Reconnection meeting**

- Plan for reconnection meeting using 'Reconnection After Suspension Guidelines'.
- Curate the format and content of the meeting to help the student and their parents/caregivers to meaningfully participate.

☐ **9. Restorative Conversations**

- When appropriate, restorative conversations to be held by students involved.
- Class restorative conversations may be needed.
- Facilitated discussion between parents may be appropriate and will need to be led by someone with RP facilitator training.

☐ **10. Longer term follow up**

- Follow up check-ins around new strategies should be organised for internal feedback.
- Set up review meetings to allow input from all stakeholders on how support systems in place are working, and to give opportunity for learning and growth for the whole process.
- Coordination of any external support that may be needed.

RECONNECTION AFTER SUSPENSION GUIDELINES

Suspensions are short term responses to behaviour that endangers safety or interferes with teaching and learning. The Principal decides how many days are needed (from 1 to 5 school days) to plan and provide necessary supports for the student's safe and positive reconnection.

Reconnection meetings are important processes designed to:

- work with the student, parents or carers and other key adults to understand the student's context and support positive behaviour change
- repair and restore relationships that have been harmed by behaviours of concern
- reinforce expectations and identify any necessary supports

A reconnection meeting may look different depending on the age and needs of the student. The following are guidelines to support a successful transition back into the classroom and should be tailored to each individual situation.

1. Preparing for the Reconnection Meeting

- Communicate a date, time and place for the meeting to all relevant people. This should be organised to allow time for any other processes or information gathering to be completed.
- Consider what needs to be done to help the student, and their parents/caregivers to meaningfully participate, for example, any specific adjustments, culturally responsive and trauma informed approaches, support persons. Also consider cultural safety aspects for Aboriginal students.
- Prepare any documentation required, for example, an updated Student Support Plan or Behaviour Management Plan.

2. During the Reconnection Meeting

- Discuss the behaviour of concern.
- Allow time for the student's perspective on what happened and what they believe to be done to make things right.
- Talk about supports that have been in place and what is working or not working.
- Listen to the perspectives of parents/caregivers about the behaviours of concern.
- Talk about the behaviour expectations in line with school values and policies and what existing supports or strategies are available to the student to help them meet behaviour expectations.
- Discuss the next steps and any changes to the Student Support Plan or Behaviour Support Plan to support expected behaviours. This may include goal setting and check-in/feedback loops.

- Discuss any agreed support to be provided by parents/caregivers.
- Any other support programs or services that may be accessed from outside providers.

3. After the Reconnection Meeting

- Ensure documents and meeting notes are attached to the student's file
- Share information and plans with relevant staff to ensure adjustments, tailored supports and strategies are implemented and monitored.
- Set up check-ins or feedback loops for monitoring of strategies and supports.
- Set up review meeting with all stakeholders at an appropriate time