



School Behaviour Support Policy and Guidelines

Overview

The NSW Registration Manual (3.7.1 and 3.7.2) requires the School to have policies relating to discipline of students attending the School that are based on principles of procedural fairness and that do not permit corporal punishment of students. At Kamaroi we prefer to refer to “Discipline” in light of “Positive Behaviour Guidelines” to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

Policy

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

This policy sets the framework through which Kamaroi Rudolf Steiner School manages student discipline. Our school seeks to develop a culture of positive behaviours by setting expectations of students and encouraging positive behaviour as described in this document.

It is our policy that we prohibit Corporal Punishment. We do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents to enforce discipline at Kamaroi. The use of any corporal punishment by a staff member is strictly prohibited.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. Kamaroi Rudolf Steiner School is committed to ensuring procedural fairness when disciplining a student. This includes disciplinary decisions. The principles of procedural fairness include the right of student to:

- know what the rules are and what behaviour is expected of them
- have decisions determined by a reasonable and unbiased person
- be informed of, and have an opportunity to respond to, any allegations against them
- be heard before a decision is made
- have a decision reviewed (but not to delay an immediate punishment)

Students are expected to abide by the rules of the School, and the directions of teachers and staff.

Kamaroi Values and Principles

In today’s complex world, with the many challenges our young people will face in an uncertain future, it has never been more important that children experience a balanced curriculum, one that places great importance on imagination and creativity and fully engages feelings, will and intellect- a curriculum that instils confidence in self and a sense of social and environmental responsibility. By building these foundations, we can empower young people to see a more positive future which they believe they can help create. The following values and principles reflect these core priorities of Steiner education.

Our values: Imagination, Connection, Initiative

Kamaroi Rudolf Steiner School aims to deliver an education based on the stages of human development, as described by Rudolf Steiner. We are a learning organisation with core values of: Imagination, Connection and Initiative.

Imagination

Bringing thinking to all life through imaginative teaching and learning within a culturally rich, integrated curriculum which balances academic, artistic and practical learning experiences.

Connection

Developing a love of and engagement in learning within a supportive learning community which focusses on connection-with self, each other and the world-thus nurturing in the child confidence, and a positive attitude towards others and the future.

Initiative

The development of responsible, flexible and resilient individuals who impart purpose and direction to their lives.

Kamaroi Rudolf Steiner School:

- Provides the opportunity for students to learn in an environment that will foster safe, respectful learners.
- Enhances skills that will develop each student in a holistic way; fostering citizenship and fairness.
- is committed to the education of the students and provides opportunities and frameworks for learning
- encourages students to demonstrate that: we are kind, we are responsible, we all join in, we act safely
- believes the positive behaviour of students is most successful when there is a shared understanding and collaboration between staff, parents, students and community

Positive Behavioural Interventions & Supports (PBIS)

In our efforts to establish a safe, welcoming and purposeful learning environment, we have implemented a program called Positive Behavioural Interventions & Supports (PBIS). PBIS actively encourages students to achieve their academic potential while also behaving with good character. At Kamaroi Rudolf Steiner School the focus is on teaching and encouraging appropriate behaviour in all areas of the school, concentrating on the instruction of the school's expectations: kindness, responsibility, participation, safety. *See appendix 2* Students who are safe, respectful learners act appropriately so they maximize their learning opportunities and do not detract or interfere with the learning opportunities of their classmates.

Students are actively involved in learning what our four expectations mean and look like in all areas of our school through activities, explicit lessons, demonstrations and role-playing.

Positive Behaviour Schools

PBIS Schools emphasize a school-wide system of supports that include strategies for defining, teaching, and supporting appropriate behaviour. The goal is to design the most effective learning community possible with the best outcomes for all students. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support. PBIS teaches behavioural

expectations and acknowledges students for following them. The goal is to establish a climate in which appropriate behaviour is the norm.

Classroom Management

The key to a positive and effective learning environment is sound classroom management that addresses all aspects of the classroom. Rhythm and routine is important in a Steiner classroom and these are built into the daily and weekly timetable. Establishing routines for the class helps children understand what is expected and helps maintain an orderly and functioning classroom. These routines are revisited frequently by the teachers each year so all students understand the routines and are able to perform them. Areas that may be addressed include getting the teacher's attention, using the toilet, sharpening a pencil, speaking to each other appropriately, sharing and any other routine that takes place on a daily basis.

Class agreements are developed each year in collaboration with the students and reflect the age and stage of development of the class. Consequences are agreed upon in consultation with the students.

The consequences used by teachers when a student fails to abide by classroom agreements are unique to each teacher and class, whilst still adhering to the overarching expectations of the school. Although it is impossible to anticipate all possible situations, general plans will be in place for dealing with any behaviours that detract from the learning environment and these will be used consistently. This will be the first step in dealing with inappropriate behaviours that are considered to be small.

Note: students who persistently disrupt learning with minor offenses may require involvement of the Director of Wellbeing and/or the Principal.

What if the routines and procedures are not effective?

Routines and procedures are implemented to address behaviour in a proactive manner. At times this may not be enough or effective. When all attempts to deal with a behaviour using the class agreements have been ineffective and the behaviour is still of a minor nature, that is Ripple 1, teachers will implement consequences as agreed to with the class. Consistently repeating offenses may be escalated to consequences for Ripple 2 and Ripple 3.

Ripples 1, 2, 3

Student misconduct at Kamaroi Rudolf Steiner School is categorised into 3 different levels under the heading of Ripples 1, 2 and 3. We acknowledge that one off behaviours are cumulative. To determine the severity of an incident please refer the staff follow clearly outlined steps that are overseen by our Director of Wellbeing and Principal. Behaviours that fall in the Ripple 1 or 2 category will be managed and recorded by the teacher who is also responsible for determining the appropriate consequence. Behaviours that fall into Ripple 2 will also include a member of the Leadership Team who will also keep independent records. Incidents that require more immediate solutions and/or the attention of the Principal come under Ripple 3. The Principal will speak with the student and contact the parent if needed, and determine an appropriate consequence. A variety of factors are taken into account while processing a major report, therefore, the consequences that arise will vary from student to student. The Principal will keep a record of any incidents.

Important

In order to create an environment conducive to learning we must remember that discipline procedures are not the answer to problematic behaviour but rather serve as a consequence— it is the positive **relationships** we build as a learning community between students, families and

staff that make a difference. Kamaroi Rudolf Steiner School staff strive to create a positive environment by making connections with our students and families. Children learn best in the context of positive relationships and a safe, comfortable atmosphere. Our teachers will explain appropriate behaviour and consequences throughout the year. They detail why it is important and encourage all students to be Kind, responsible and safe learners. By teaching students the necessary social skills for future success we set our students on a course to be lifelong learners and successful citizens.

Golden Book

The Golden Book is a positive encouragement to the students and can be added to by any teacher. It remains in the Staff Room. The Golden Book is used when a student's behaviour excels expectations, does something above and beyond to help others. The entry in the Golden Book may be read at assemblies if warranted.

APPENDIX 1

KAMAROI EXPECTATIONS AND SCHOOL RULE CARDS



At Kamaroi we...

- keep hands and feet to ourselves
- act and move with care
- use kind words and do kind deeds
- support and encourage others
- include others
- are in the right place at the right time
- do as staff ask the first time
- keep Kamaroi beautiful

We will receive a consequence if we don't follow the rules in the classroom, on the playground or on the bus.

APPENDIX 2

Kamaroi's Expectations: Kindness/ Responsibility/ Participation/ Safety

Core Values	In the Classroom	On the Bus	In the Playground
Responsibility	<ul style="list-style-type: none"> *Follow instructions *Be at the right place at the right time *Focus on learning *Accept responsibility for behaviour 	<ul style="list-style-type: none"> *Keep your belongings in your bag * Stay with the group while walking to the bus *be in the right place at the right time *Wait sensibly *Do as adults ask 	<ul style="list-style-type: none"> *Be fair *Follow rules *Take turns *Respond to bells *Keep Kamaroi beautiful
Kindness	<ul style="list-style-type: none"> *Use kind words *Manners e.g. please, thank you, excuse me *Use kind actions *Offer help *Include others *When someone asks you to stop then stop * Do as adults ask the first time 	<ul style="list-style-type: none"> *Greet and thank the driver *Look after each other *Speak respectfully 	<ul style="list-style-type: none"> *Take turns * Include others (actively) * Help others who are hurt/upset and tell the teacher on duty *Greet the teacher on duty
Safety	<ul style="list-style-type: none"> *Keep hands and feet to yourself *Walk and move with care *Listening for instructions and responding the first time *Asking for help/if when needed *Keeping voices safe words, volume, tone *Support and encourage others contributions and ideas – verbal and non-verbal support and encouragement e.g. facial expressions to make a safe learning environment 	<ul style="list-style-type: none"> *Be on time * Balls are in bags or held by the teacher *Listen to instructions from teachers (both Kamaroi and CC) *Stay in your seat on the Bus; Hold onto a pole, if standing (only stand if there aren't seats) *If there is bad behaviour on the bus tell an adult as soon as possible. 	<ul style="list-style-type: none"> *Use equipment safely and appropriately *Wear shoes and a hat (keep your body safe) * Stay in bounds; ask for help if/when needed
Participation	<ul style="list-style-type: none"> *Listening Attentively *Contribute positively *Work with others *Do what we are doing now * Be patient 	<ul style="list-style-type: none"> *Sit on a seat if one is available *Stay together as a group when walking *Be at the right place at the right time *Wait patiently and be ready to leave 	<ul style="list-style-type: none"> *Follow the rules of the game *be inclusive *Take turns *Be clear and communicate with your friends

Core Values	Kamaroi Kitchen	Assembly and play performances and festivals	Office Foyer	Library	Music Ensembles/tutors
Responsibility	<ul style="list-style-type: none"> *Wait patiently in the correct line *Return crockery to the kitchen *Dispose of rubbish responsibly *Remember manners 	<ul style="list-style-type: none"> *Full body listening *Enter and leave in a quiet and respectful way *Good audience manners 	<ul style="list-style-type: none"> *Move through the area quietly *Have a clear purpose to be there *Not to be used as a shortcut 	<ul style="list-style-type: none"> * School Bags kept tidily outside ,away from the door *Use equipment for intended use *Return books to correct place *Inside voices in the Library *Remember your library bag for borrowing 	<ul style="list-style-type: none"> *Remember to bring instrument and books *Treat instruments with care *Listen and follow directions *Don't play an instrument when the teacher is speaking *Help with tidying up
Kindness	<ul style="list-style-type: none"> *Wait patiently in a line * Remember manners - say please and thank you *Return plates bowls and cutlery *Put rubbish in the bin 	<ul style="list-style-type: none"> * Be a silent or supportive audience *Active or whole body listening *Enter /exit unobtrusively 	<ul style="list-style-type: none"> *Wait quietly to be invited in by Frances' Office or the back offices *Greet staff say good morning/afternoon etc. *Use manners, please thank you, excuse me to parents teachers and students *Use a respectful tone of voice 	<ul style="list-style-type: none"> *Use manners, please thank you to parents teachers and students *Use a respectful tone of voice *Recommend books to one another *Help others to find books 	<ul style="list-style-type: none"> *Don't play when teacher is speaking *Tidy up after yourself
Safety	<ul style="list-style-type: none"> *Line up in two lines and wait quietly *hands and feet to yourself 	<ul style="list-style-type: none"> *hands and feet to ourselves *follow the teachers instructions *keep aisles clear 	<ul style="list-style-type: none"> *Use care going up and down the stairs; hold the railing *Walk only *Keep foyer clear of all belongings 	<ul style="list-style-type: none"> *Use all books, beanbags and equipment for their intended purpose only 	<ul style="list-style-type: none"> *instruments are to be used for playing music *Careful and thoughtful actions *respond the first time
Participation	N/A	<ul style="list-style-type: none"> *Join in and sing verses *Full body listening *Clapping at appropriate times *Give your best in rehearsals 	N/A	<ul style="list-style-type: none"> *Full body listening *Contribute to discussions *Suggest books that you enjoyed; make positive recommendations *move quietly and carefully around the Library 	<ul style="list-style-type: none"> *Full body listening *Be on time and purposeful in how you get to and from lessons * Be patient *Sing and play instruments only when instructed to do so *Work as an ensemble

APPENDIX 3

BEHAVIOUR MANAGEMENT FLOW CHART

Ripple 1 managed by the teacher; three or more incidents of a student not following the class agreements or school rules



Ripple 2 initially managed by the teacher and in collaboration with the Director of Wellbeing. The Director of Wellbeing will focus questions to the students from the “What’s the Problem” document and appropriate consequences followed. The teachers record the behaviour in their log. Parents may be contacted depending on the situation.



Ripple 3 The Director of Wellbeing and Principal manage the situation at this level. Parents contacted regarding the incident along with appropriate consequences for the student in line with the Kamaroi’s discipline policy.



A school based behaviour plan may be implemented

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