



## Behaviour Management Policy

**Purpose:** to cultivate a loving and secure learning environment through age-appropriate discipline.

**Policy Statement:** It is our intention to provide a safe and secure place of learning for all students and staff.

We respect the individuality of each child by nurturing it and providing it with clear boundaries. We endeavour to develop inclusive, responsible behaviours and resilience in students by seeking prompt resolution of conflict and by exploring any avenues of reconciliation available.

In Steiner schools, students spend most of the day with the same group of children subjecting them to very intense social relations which can be more challenging to navigate than in most other schools. These relationships, when healthy and trusting, are one of the great strengths of Steiner education. With this in mind, we strive to ameliorate the effects of inappropriate behaviour through developing an understanding for the unique gifts and inevitable shortcomings of others.

### Behaviour Management Processes:

1. In the **Early Childhood Centre** young children learn by imitation and therefore it is important that they live in an atmosphere of appropriate role modelling where children can learn by example. Boundaries are extremely important for all children as it is from within the safety and security that these provide that they find true freedom to learn and play creatively.
2. For **Primary School** children we cultivate engagement with the following principles we call the Five 'Cs'; Courtesy, Co-operation, Care, Consideration and Communication. We work on a daily basis with these principles in formal and informal ways, employing them to encourage pro-active and inclusive behaviour.
3. For **Secondary School** students the emphasis shifts from an external authority to an inner understanding of the benefits to them and others of positive, inclusive behaviour.

*"Only if we learn to educate human beings so that they truly and honestly feel robbed of their humanity when they do not act ethically, will they have received the right moral education." Rudolf Steiner*

### Pro-active Strategies:

- We strive to do everything possible to ensure that the learning environment and the content of lessons is engaging, age-appropriate and orderly.
- We strive to differentiate content and delivery for students with different learning modalities, e.g. auditory, visual etc.
- We seek to provide a healthy mix of learning situations – individual, small groups, whole class.
- We strive to be mindful of the *breathing rhythm* of lessons and the day, providing a balance of more focused and more informal activities.
- We strive to act out of our *higher* self and to recognise the *ideal* self in students when interacting with them.

- In the case of difficulties emerging between a teacher and a pupil the teacher will address their own part in these difficulties on the understanding that it is by example that students are guided to appropriate behaviours.
- We strive to communicate regularly with parents in an open and conciliatory way, remembering that our aim is to work together on behalf of the child. We recognise that what happens at home influences what happens at school and what happens at school influences what happens at home.

**Re-active Strategies:** Where inappropriate behaviour does occur within the classroom or in the playground, students engage in any number of the following steps as deemed age appropriate by the teacher: (Cf. flowchart below)

1. **Reminder** of the expected behaviour (verbal, non-verbal)
2. **Separation** from the group within the classroom, or if outside, to a nearby area within line of sight and verbal direction of the teacher.
3. **Relocation** from the classroom or playground to another classroom or front office with an explanatory note. All such relocations will be logged and other staff informed as appropriate.
4. Frequent re-occurrences will require a meeting with the child's parent or guardian to formulate a plan.
5. Meet with Education Administrator or School Chair to instigate behaviour management card.
6. **Suspension** from the school for a specified time after meeting with parents or guardians.
7. **Expulsion** from the school.

**Maintenance of Confidentiality:** Confidentiality is important in the resolution of any disciplinary matter for the sake of the child, or children, concerned. It is the responsibility of the Teacher, Education Administrator or School Chair to determine if more than one group of parents is required to be involved. Consequently, we request that individual parents do not take up school related disciplinary matters by contacting other parents directly. While such actions may be well meant, in general, they can exacerbate the situation and inhibit a speedy resolution or effective change in behaviour.

If a parent is concerned that a class teacher may be unaware of an incident that a child has reported, an email or an interview with the class teacher/guardian is encouraged.

Should parents have a query about the management of a particular incident, this should be dealt with by contacting the teacher concerned, or engaging in the Parent Issues Resolution Process.

**Conclusion:** Part of growing up is learning to behave with consideration for others. Through Tarremah's Behaviour Management Policy, the teachers seek to support this healthy development by modelling constructive behaviour and providing a clear framework of behavioural expectations and consequences on which children can rely.

# BEHAVIOUR MANAGEMENT PROCESS

## Tarremah Steiner School

1. REMINDER  
(verbal, non-verbal,  
intrinsic, extrinsic)

2. SEPARATION  
Within sight and verbal  
direction of teacher.

3. RELOCATION  
Student is taken to another  
classroom after consultation with  
that teacher, or to the Front Office  
with a note of explanation. Teacher  
keeps a log of relocations and  
informs Class Teacher or Guardian  
who takes reports of relocations to  
Faculty for information.

4. DISCUSS WITH PARENTS  
If separations and relocations do  
not affect a change in behaviour  
the teacher should seek a meeting  
with parents to, jointly, formulate  
a plan

5. MEET WITH BEHAVIOUR  
MANAGEMENT COMMITTEE  
The subject teacher, the Class  
Teacher/Guardian and at least one  
member of Senior Management will  
meet with parents (and possibly  
student) to formulate a plan for  
improvement.

6. SUSPENSION  
Referred to School Chair by BMC.  
Meeting with parents/guardians.  
Management plan formed. Record in  
Student File.

7. EXPULSION  
School Chair meets with  
parents/guardians. Record  
made of incidents for Student  
and School files

## BEHAVIOUR MANAGEMENT STEPS

Where inappropriate behaviour occurs within the classroom or in the playground, teachers follow these steps:

**Reminder** of the expected behaviour;

**Separation** from the group within the classroom, or if outside, to a nearby, supervised area;

**Relocation** from the classroom or playground to another classroom or supervised area. Teacher will document relocation and inform Guardian or Class Teacher.

**Meet with Parents** if disruptive or unsociable behaviour occurs frequently. The teacher should seek a meeting with parents to inform, to get background information and to develop a plan to implement, with a view to modifying behaviour. In the Primary classes the Class Teacher would seek and conduct this meeting and specialist teachers may be asked to attend. The plan may include the use of coloured cards. Subject teachers in the Secondary School should meet independently with parents after informing the Class Guardian to see if the behaviour is widespread. By implication, Class Guardians should be informed of aberrant behaviours and any progress towards resolution that subject teachers have arranged.

**Meet with Behaviour Management Committee (BMC).**

Comprising the subject teacher, Class Teacher or Guardian and at least one member of Senior Management, The BMC may be called in to meet with parents if, after the preceding steps, no improvement has occurred. Depending on their age, the student may be present at this meeting. A record of this meeting will be kept in the student's file.

**Suspension** from the school for a specified time occurs after a serious breach of acceptable behaviour or after continued, lower-level behaviour that is not improving. Parents will be informed by senior management staff and students will be interviewed before reintegrating with class. A record of the suspension will be kept in the student's file.

**Expulsion** from the school.

<b>Policy Title</b>	Behaviour Management Policy
<b>Policies to be read in accordance with the above Policy:</b>	Grievance Policy Anti-bullying Policy Privacy Policy Parent Community Rights and Responsibilities Policy
<b>Approval Authority</b>	School Executive – October 2017
	School Council – 14 November 2017
<b>Review Status</b>	Two years
<b>Information &amp; Contact</b>	College Chair or Education Administrator

