



## Behaviour Management Policy

Policy No:	7 (2.1)	Version:	4 (February 2022)
Responsibility:	School Chair	Scheduled Review Date:	June 2023

### 1.0 Purpose

To create a safe and respectful learning environment through age-appropriate behaviour and discipline.

### 2.0 Policy Statement

It is our intention to provide a safe and respectful place of learning for all students, staff and parents. With this in mind, this Policy should be read in consultation with the overarching **Tarremah Community Framework**, which details the important connections between the various policies which relate to interactions between all members of the school community – students, teachers and parents.

We respect the individuality of each child by nurturing them and providing them 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. When exploring the most appropriate resolution the impact of a student's behaviour on others will be the School's primary concern.

At Tarremah, 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 support students to develop an understanding for the unique gifts and inevitable shortcomings of others.

### 3.0 Policy Elements

For greatest clarity the Policy Elements are separated along the same line as the **Tarremah Community Framework**. As set out below:

#### 4. Early Childhood Centre

- 4.1 Implementation in the Early Childhood Centre
- 4.2 Examples of Positive Behaviour in the Early Childhood Centre
- 4.3 Facilitating the Development of Positive Behaviours in the Early Childhood Centre
- 4.8 Examples of behaviour that would be in Breach of this Positive Behaviour Policy

#### 5. Procedure for Breaches of the Positive Behaviour Policy in the ECC

- 5.1 Procedure for Minor Breaches of the Early Childhood Positive Behaviour Policy
- 5.2 Procedure for Aggressive or Dangerous Behaviours

#### 6. Primary School Positive Behaviour Policy

- 6.1 Implementation in the Primary School
- 6.2 Examples of Positive Behaviour in the Primary School

- 7. High School Positive Behaviours Policy
  - 7.1 Implementation in the High School
  - 7.2 Examples of Positive Behaviour in the High School

- 8. Procedure for Breaches of the Positive Behaviour Policies
  - 8.1 Roles and Responsibilities
  - 8.2 What are Minor Breaches of the Positive Behaviour Policies
  - 8.3 Procedure for Minor Breaches of the Positive Behaviour Policies
  - 8.4 What are Serious Breaches of the Primary School Positive Behaviour Policies
  - 8.5 Procedure for Serious Breaches of the Positive Behaviour Policies
  - 8.6 Other Strategies for Complex Concerns
  - 8.7 What is Bullying and Harassment

#### 4.0 Procedure in Early Childhood Centre

##### 4.1 Implementation in the Early Childhood Centre

Central to all aspects of Steiner education is the child's stage of development. In the Early Childhood Centre our behaviour expectations and management strategies develop with the child's consciousness.

Up to around the age of six, children learn through immersion and imitation, and through *doing*. Verbal admonitions are not only mostly ineffective but, can even be detrimental. Boundaries are set through positive role modelling and good example, as well as the rhythm and routines of the day.

Through role-modelling and appropriate stories, children should be encouraged to respect and nurture:

- Themselves
- Others
- Their Environment

##### 4.2 Examples of Positive Behaviour in the Early Childhood Centre



### 4.3 Facilitating the Development of Positive Behaviours in the Early Childhood Centre

In the Early Childhood Centre the emphasis is on early intervention to avoid inappropriate behaviours escalating, and on subtle interventions which utilise redirection. Therefore staff are to position themselves with some form of work in the areas that have the possibility of more vigorous play in order to facilitate this.

In the Early Childhood Centre, the emphasis is on facilitating the children to develop positive behaviours. As such the children must be given the opportunity to resolve their own conflicts and learning crucial skills like compromising and negotiating towards an agreement. If no resolution is forthcoming, then the teachers or aides may suggest a simple solution or try to redirect them towards another activity.

Each child in the Early Childhood Centre needs love and security, wise loving discipline and the kind of protection and guidance that leads to the gradual acquisition of independence. Fundamental to Teachers' practice is the modelling of kindness, gentleness, thoughtfulness, grace, active listening, patience, generosity, and indeed all behaviours we would like the children to imitate.

The children in the Early Childhood Centre need to feel happy, safe and contented, however they must also learn to be comfortable with not being allowed to do whatever they like, especially so as they prepare for entry into the Primary School. Firm, loving boundaries are extremely important for young children, as from within these they find true freedom, and, because they feel safe and secure they are able to play creatively. Boundaries need to be supportive and strengthening rather than restrictive.

All staff will endeavour to create a positive environment which is community minded, allowing each child to be their best selves. This is achieved by:

- Use of therapeutic stories.
- Encouraging the children to resolve their own conflicts.
- Providing a creative play space that encourages open-ended, self-directed play which engages their will.
- Introducing a consistent daily/weekly rhythm which creates a cycle of in-breathing and out-breathing.
- Communicating clear messages with limited choices. i.e. 'You may wash your hands now.'
- Use 'real' work to re-direct and distract negative behaviour.
- Listen to stories of conflict and dispute without judgement or too much empathy. Often it is enough to listen. After listening, the adult could say 'This will never do, whatever can be done, I wonder?' thereby giving the children the opportunity to resolve their own conflict. If no resolution is forthcoming, then either suggest a simple solution or try to redirect them with another activity. Encourage children to resolve their own conflicts, only giving suggestions where necessary.
- Speaking in the positive. 'In Kinder/at school we do this.' And try to give a yes for every no. i.e. 'We don't run inside, but when you're in the garden, you can run there.'
- Encouraging children to respect one another and their 'creations.' i.e. If one child has built a cubby and another wishes to enter, then the 'door' must be knocked. If one child has all the pine cones and another needs some, perhaps suggest that the second child take a basket and ask the 'neighbour' if they can borrow some pinecones.
- Maintaining a gentle vigilance over all children. No child is to be unattended, and all children are to always be in the teachers' sight.

### 4.3.1 Handling Children

Children should only be physically handled if they:

- Need assistance.
- Need soothing after an injury or upset.
- Are at risk of doing damage to themselves/others/property.

The Tarremah Community Framework goes further to offer guidance in:

### 4.3.2 The Role of Parents in Supporting Positive Behaviours

### 4.4 Specific Rules for the Early Childhood Centre Garden

### 4.5 Early Childhood Centre Dress Code

### 4.6 Bus Behaviour

### 4.7 Diet and Food

## 4.8 Examples of behaviour that would be in Breach of the Positive Behaviour Policy

Where children displayed inappropriate behaviour the *Procedure for Breaches of The Positive Behaviour Policy in the Early Childhood Centre* would take effect, *Examples of inappropriate behaviour* would include:



## 5. Procedure for Breaches of the Positive Behaviour Policy in the ECC

### 5.1 Procedure for Minor Breaches

Where inappropriate behaviour does occur within the Centre or in the Garden, the following steps should be followed by the teacher. However, some variation of the steps may occur, or some steps omitted, depending on the discretion of the teacher and the particular circumstances of the behaviour:

#### Step 1: Self-Correction.

Allow the child/ren to resolve the inappropriate behaviour/conflict themselves.

#### Step 2: Intervention

Use one or more of the following strategies:

- Re-direction
- Active listening
- Offering a simple solution if no resolution to conflict is forthcoming.
- Encouraging empathy for others “Look at these tears, they must be very upset.”
- Humour could help diffuse a difficult situation, possibly as it may make all the children feel less self-conscious about their behaviour.

#### Step 3: Reform

*Reform* the child. i.e. stand behind them, straighten their chair, tuck them in and straighten their place setting if at the table. Straighten their hair, tidy up the child’s clothes and ‘re-form’ the space by first looking after the dolls or equipment and gently putting things away. And straightening and tidying the area where behaviour is occurring.

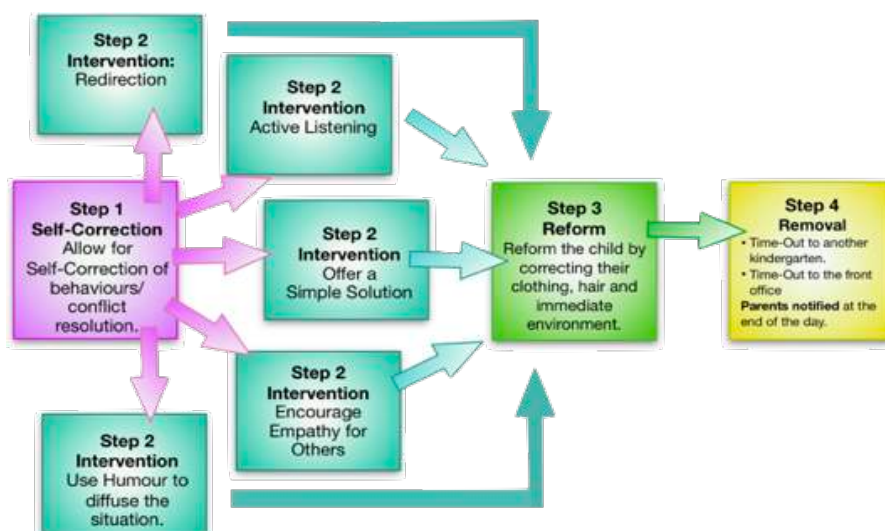
#### Step 4: Removal

Children who repeatedly present inappropriate behaviour and are resistant to other strategies need to be removed from the situation. This can occur by:

- Giving the child ‘time-out’ in another kindergarten.
- Or asking parents to collect their child

Parents should be notified at the end of the day if their child has required some ‘Time-out.’

### 5.1.1 Procedure for Breaches of the ECC Positive Behaviour Policy Flowchart



## 5.2 Procedure for Aggressive or Dangerous Behaviours

Aggressive or dangerous behaviours are those that may make a child or adult feel unsafe. They would include, but are not limited to:

- Aggressive and hurtful verbal abuse/and or strong language at another person.
- Inappropriate or non-consensual physical contact.
- Using verbally threatening language toward another person.
- Using any body part with the intent to cause harm.
- Throwing, or wielding any projectile with the intent to hurt another person, regardless of its size, or whether the object hits the person.

### Step 1: Empathy

Turn all of the attention to the target of the aggressive or dangerous behaviour. Soothe the target and subtly draw the aggressor's attention to the hurt they have caused. E.g. "Just look at these tears, that must have really hurt."

### Step 2: Reminder

Hold the aggressor's hands and say something like "hands are for work and play" or (in the case of kicking) "Only donkeys kick, our feet are for walking, skipping, hopping, running and jumping." In the case of biting "Our teeth are for biting food, not our friends."

### Step 3: Removal

If behaviour is persistent, remove the child from the situation to give them some time out to recover their composure. This can occur by:

- Giving the child 'time-out' in another kindergarten.
- Or asking parents to collect the child, in some cases staying at home for a further day to help reset might be appropriate.

Parents should be notified if their child has required some 'Time-out.'

**Parents of children who are exposed to or impacted by aggressive or dangerous behaviour will also be notified.**

### Step 4: Parent Meeting

For persistent behaviours that put other children at risk, the teacher is to organise a meeting with the parents to work together on creating a written Behaviour Management Plan. The Management Plan should be something that can work both at home and school to ensure a consistency of approach.

Part of that plan may be for teaching staff to keep a daily written account of the child's behaviour to ascertain if there is a pattern that may be connected to something external. ie. diet/environment.

Another option in the plan might be for the child to go home from a session if their behaviour is too unmanageable and possibly putting the safety of the other children at risk either directly or indirectly by demanding too much of the teacher's attention. The 'going home' would be on the understanding that the child was 'too tired' to be at kinder that day (instead of the child thinking it was because of 'naughtiness')

**Step 5: Readjustment(s)**

If the Behaviour Plan is ineffective, the teacher will request another meeting with the parents to readjust the Behaviour Plan to incorporate other strategies; or raise the possibility of a disability which may be affecting their behaviour. In such a case we would request that the child be assessed as a condition of their continued enrolment.

The possibility of other resources may be discussed depending on circumstances (i.e. a personal aide if the child is found to have a disability or imputed disability of some sort.)

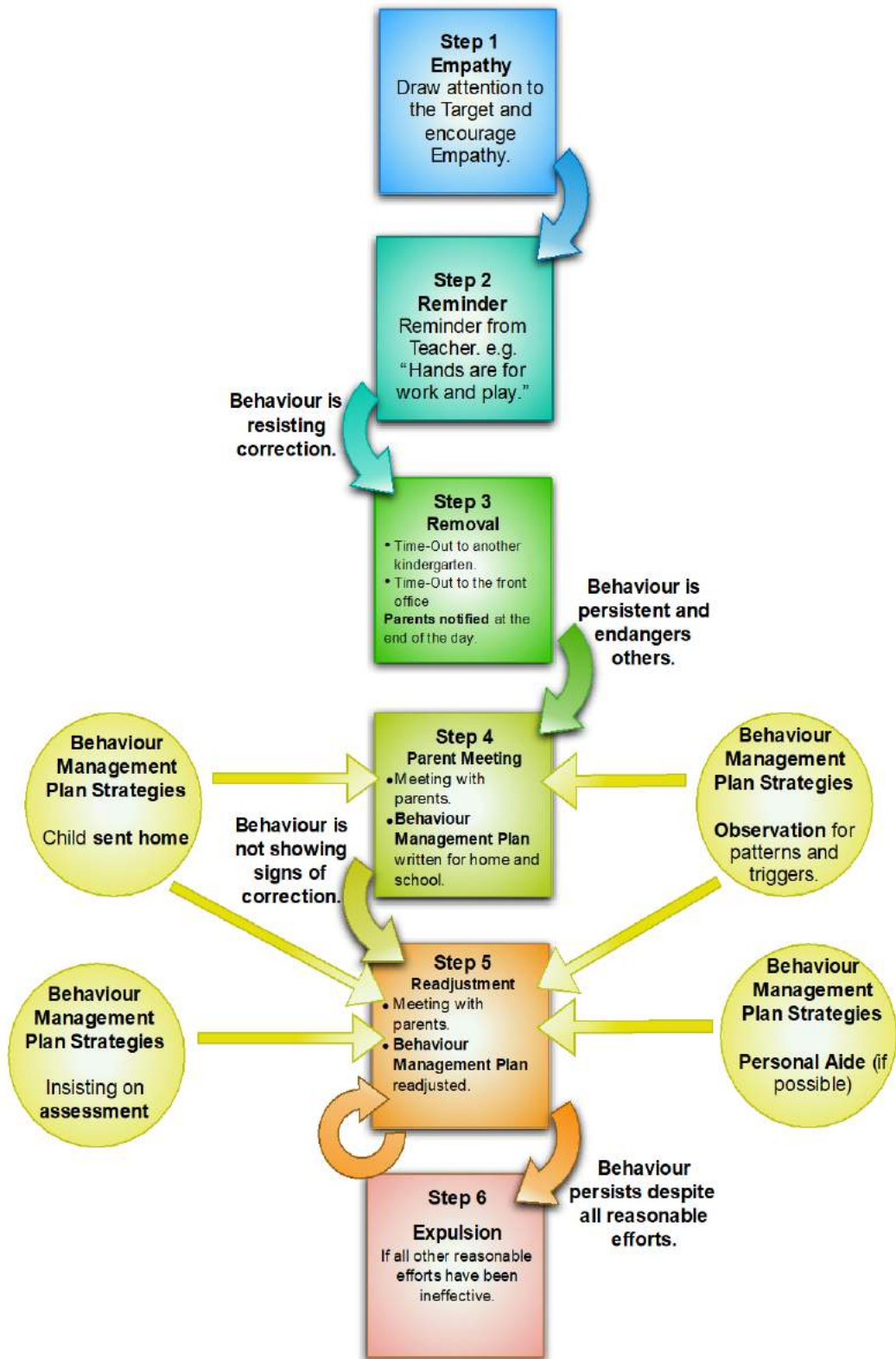
This step can be repeated if the school can reasonably do so without putting other children at risk.

**Step 6: Expulsion**

Children that exhibit persistent behaviours that put other children at risk and are resistant to all efforts to implement a Behaviour Plan may be asked by the Early Childhood Teacher to look for a school setting that is more capable of meeting their child's particular needs. This is not a rejection of the child, but rather a recognition that each child is an individual and some children require firmer boundaries/greater more intensive supervision/smaller classes or other requirements than the Early Childhood Centre can reasonably provide.



## 5.2.1 Procedure for Aggressive or Dangerous Behaviours Flowchart





## **6. Primary School Positive Behaviour Policy**

### **6.1 Implementation in the Primary School**

Between Kindergarten and Class 6 the Class Teacher works to build a cohesive class community based on cooperation and mutual respect between children, and between child and teacher. We recognise that during the early years of the Primary School the children's consciousness is particularly immature. They are not yet able to understand adult concepts. It is important that we do not ascribe concepts to those who are not yet able to comprehend them. Fundamental to Teachers' practice is daily meditative work on all the children and the class as a whole. This individual work is supported by Child Studies during Teachers Meetings.

Teachers will treat each child with respect and courtesy and in return we expect each child to:

- Follow Staff instructions.
- Be Respectful of Others.
- Do Their Best.

Community living is based on each member fulfilling their responsibilities towards others in order to enjoy the right to be respected themselves.

All staff are to endeavour to create a positive environment which is community minded, allowing each individual to strive to be their best selves. This is achieved by:

- Ensuring that the learning environment and the content of lessons is engaging, age-appropriate and orderly.
- Differentiating content and delivery for students with different learning modalities, e.g. auditory, visual etc.
- Providing a healthy mix of learning situations – individual, small groups, whole class.
- Being mindful of the breathing rhythm of lessons and the day, providing a balance of more focused and more informal activities.
- Striving to act out of our higher self and to recognise the ideal self in students when interacting with them.
- Assisting students regulate their behaviour by recognising the earliest of signs of anxiety, the 'micro moments', stepping in to help avoid escalation.
- Communicating 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.
- Addressing their own part in any difficulties emerging between a pupil and staff, as an example that the student can be guided by towards more appropriate behaviours.

## 6.2 Examples of Positive Behaviour in the Primary School



The *Tarremah Community Framework* goes further to offer guidance in:

**6.3 Behaviour in the Primary School Playground**

**6.4 Primary School Dress Code**

**6.5 Bus Behaviour**

**6.6 Diet and Food in the Primary School**

**6.7 Breach of Positive Behaviour Policy (see 8.0)**

Where children are unable to meet any of these expectations see - **8.0 Procedure for Breaches of The Positive Behaviour Policies.**

## **7. High School Positive Behaviours Policy**

### **7.1 Implementation in the High School**

From Class 7 to Class 10 the Class Teacher/Guardian, aided by the Faculty works to build a cohesive class community based on cooperation and mutual respect between students who are in possession of newly developed senses of self-identity and growing maturity. Fundamental to the teachers' practice is daily meditative work on all the students and the class as a whole. The private individual work is supported by Student Observation Studies (Child Study) during Teachers Meetings.

Teachers are to treat each student with respect and courtesy and in return we expect each student to:

- Follow Staff Instructions.
- Enable Other Students to Learn Without Distraction.
- Respect Others and Their boundaries.

Community living is based on each member fulfilling their responsibilities towards others in order to enjoy the right to be respected themselves.

All staff are to endeavour to create a positive environment which is community minded, allowing each individual to strive to be their best selves. This is achieved by:

- Ensuring that the learning environment and the content of lessons is engaging, age-appropriate and orderly.
- Differentiating content and delivery for students with different learning modalities, e.g. auditory, visual etc.
- Providing a healthy mix of learning situations – individual, small groups, whole class.
- Being mindful of the breathing rhythm of lessons and the day, providing a balance of more focused and more informal activities.
- Striving to act out of our higher self and to recognise the ideal self in students when interacting with them.
- Assisting students regulate their behaviour by recognising the earliest of signs of anxiety, the 'micro moments', stepping in to help avoid escalation.
- Communicating 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.
- Addressing their own part in any difficulties emerging between a pupil and staff, as an example that the student can be guided by towards more appropriate behaviours.

## 7.2 Examples of Positive Behaviour in the High School



The *Tarremah Community Framework* goes further to offer guidance in:

### 7.3 Behaviour in the High School Grounds

#### 7.3.1 Specific Rules for Equipment in the High School

#### 7.4 High School Dress Code

#### 7.5 Student Information and Communication Technologies Responsible Use Agreement

#### 7.6 Bus Behaviour

#### 7.7 Diet and Food in the High School

#### 7.8 Breach of Positive Behaviour Policy

Where children are unable to meet any of these expectations see- **8.0 Procedure for Breaches of The Positive Behaviour Policies.**

## 8. Procedure for Breaches of the Positive Behaviour Policies

All staff are to endeavour to create a positive environment which is community minded, allowing each individual to strive to be their best selves. However, breaches to the *Positive Behaviour Policies* (above) sometimes occur. Breaches of the *Positive Behaviour Policies* can be classified as being either minor or serious in nature. Bullying and harassment is dealt with under the Anti-Bullying Policy (but brought together in the *Tarremah Community Framework*), due to their more complex and often covert nature.

### 8.1 Roles and Responsibilities

Tarremah is committed to maintaining an environment where all students and staff feel safe, free from fear of verbal, physical or emotional attack or intimidation. The impact of a student's behaviour on others will be the School's primary concern.

Students are to learn to take responsibility for their behaviours. Where their behaviours have been found to be in breach of the *Positive Behaviour Policies*, it is the student's responsibility to demonstrate a willingness and ability to swiftly improve those behaviours.

Our youngest students and students with disability may have a limited ability to recognise the impact of their behaviour. They might also find it difficult to change behaviour. When considering the most appropriate resolution, this will be taken into consideration when applying this policy. **Where there is no risk to the safety and wellbeing of other students and staff**, it is expected that the policy should be differentiated in line with our understanding of a student's intent in a particular situation.

Learning from one's mistakes is a crucial part of childhood development. We must step into this space with the best intent to help develop the empathy each community requires.

Our students are learning to become responsible for their own behaviour. Therefore, in the name of clear instruction, the parents, carers and our school share a responsibility in responding to the unacceptable behaviour of our students.

Parents and carers have a responsibility to work with the school in accordance with this policy and play a key role in supporting their child to behave respectfully.

Tarremah has a responsibility to use restorative practices and principles to support our students to reflect on their behaviour, build and repair affected relationships, and to address unacceptable behaviour between students that occurs at school, and that occurs outside of school if we become aware of such behaviours and they are impacting upon students' time at school.

## 8.2 What are Minor Breaches of the Positive Behaviour Policies

Minor breaches to the Positive Behaviour Policy are those which would have minimal risks to health and safety of other students and staff, they include, but are not limited to:



### 8.3 Procedure for Minor Breaches of the Positive Behaviour Policies

Where inappropriate behaviour does occur within the classroom or in the playground, the following steps should be followed by the teacher. However, some variation of the steps may occur, or some steps omitted, depending on the discretion of the teacher and the particular circumstances of the aberrant behaviour:

#### Step 0: Self-Regulation

Allow for self-regulation

- This might include choosing to have a 2/3 minutes away of the expected structured activity

#### Step 1: Self- Correction

Allow self-correction, apology and make amends

#### Step 2: Reminder

Reminder(s) of the expected behaviour (verbal, non-verbal.)

#### Step 3a: Co-regulation (Classes 1-2)

If a younger child has not been able to self-regulate assistance is required. This could be to spend a slightly longer (15-20 minute) break with an aide. Possibly inside but otherwise outside the classroom. The Class Teacher will note such need in their daily planner to assist in recognition of developing patterns.

#### Step 3b: Warning (Classes 3-10)

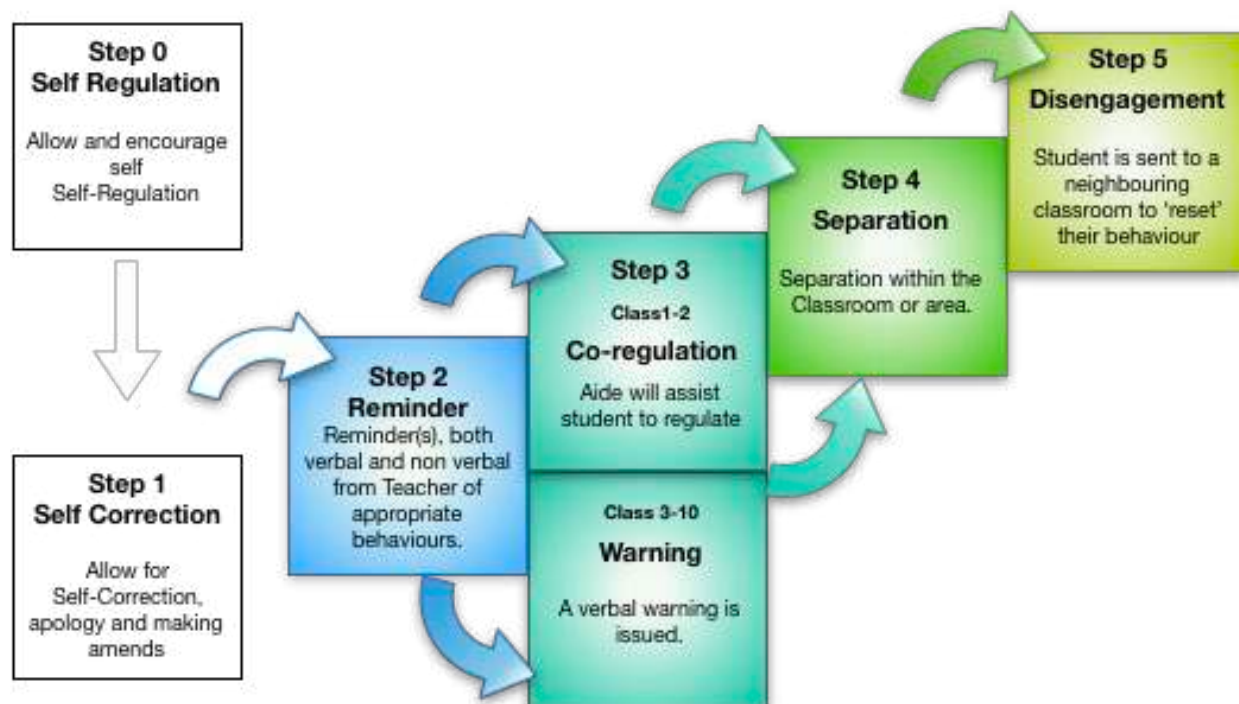
Student is formally warned that their behaviour is unacceptable and that their behaviour needs to change.

#### Step 4: Separation

Separation from the group within the classroom, or if outside, to a nearby area within line of sight and verbal direction of the teacher.

#### Step 5: Disengagement

Disengagement from the classroom, or playground area and the social dynamics therein. The student is sent to a neighbouring classroom and given an allotted time to 'reset' their behaviour before being sent back. Parents are to be notified if this happens. The Class Teacher/Guardian is also to be notified.





At any point that the teacher feels fitting, parents may be notified of their child's behaviour in the spirit of clear communication and actively working together to help shape positive behaviours.

If these steps have not resulted in more positive behaviours the following steps should be followed:

### **Step 6: Relocation**

Complete the following steps:

- Relocation from the classroom or playground will initially be to an adjoining classroom with an explanatory note. In Lower Primary the child will be taken to that classroom with an aide who would ensure that the child was settled. If this is not possible the aide will take the child to an alternate Learning Support room where another adult will take over care for a short period of time (30-40 minutes). The class aide will collect the child from that space at an agreed time.
- For students in the Upper Primary and High School, any instances of poor behaviour reaching this point, may require some form of direct consequence that is fitting, depending on the infraction. (e.g. students refusing to work are kept in at lunch time to complete their missed work. Students who have damaged school property are asked to spend their lunch correcting the damage or working on school beautification.)
- The incident should be recorded in a *Minor Breach of Positive Behaviour Report* and discussed at Faculty Meetings. The Parents will be notified, and the Class teacher will work with the parents to affect a positive change in the behaviours in question.
- In some instances, the Class Teacher may request that the student be picked up early or stay home the next day to rest and 'reset' their behaviour.

### **Step 7: Record Keeping**

It is the duty of the Class Teacher to keep a tally of all such Behaviour reports. If a student receives three or more *Minor Breach of Positive Behaviour Reports* in a term the student will be identified as being 'at risk' and the following steps should be taken.

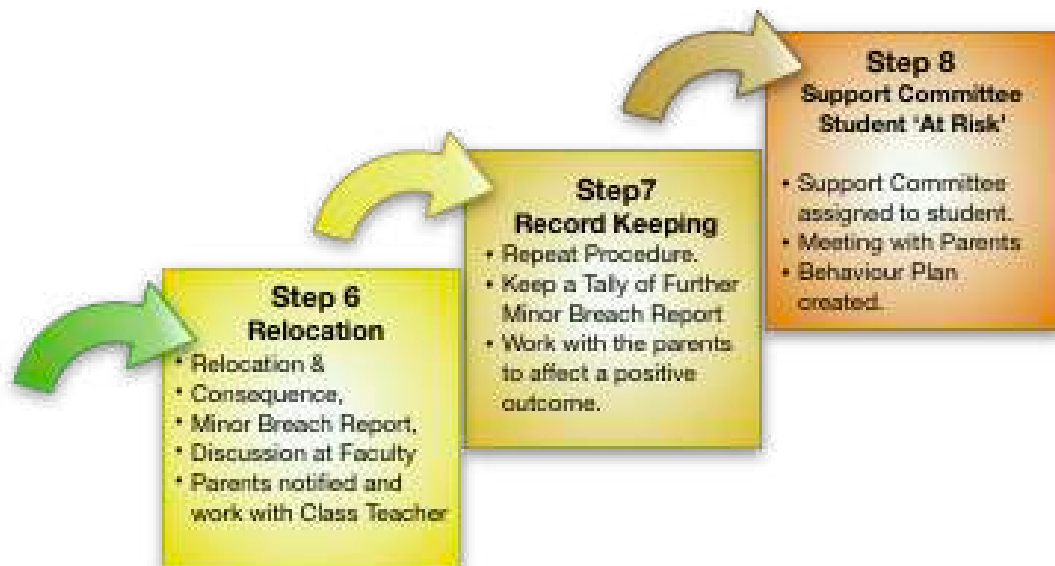
### **Step 8: Support Committee**

A Support Committee of staff will be appointed to oversee the student's correction of behaviour. Ideally the Support Committee will oversee any behavioural issues involving the child from this point on. The Support Committee should consist of three staff members, one of whom is (ideally) the student's Class Teacher (although this may not be the case in some instances e.g. conflict of interest, perceived personality clash etc.)

The Committee will:

- Organise a meeting with the child's parent or guardian. There they will formulate a plan to achieve improved behaviour by an agreed upon date. Depending on the age of the child, and other factors, the child may be present for some or perhaps all of the meeting.
- The Behaviour Plan may involve any one or a mixture of the following strategies:
  - A Child Study
  - A Behaviour Management card to highlight the need to correct a particular behaviour.
  - Insisting on counselling with an eye to developing more strategies to manage the negative behaviours as a condition of their continued enrolment.
  - Insisting on the child's assessment for behavioural or learning disabilities as a condition of their continued enrolment.
  - An Individual Learning Plan.
  - If such a disability is discovered the possibility of extra resources/extra aide could be considered if possible.
- The Behaviour Committee may request assistance from the Learning Support staff for assistance during this step.





**Step 9: Readjustment**

Any further *Minor Breach to the Positive Behaviour Reports* are again discussed at Faculty and sent to the Support Committee and will require a meeting with the parents to consider an adjustment to the Behaviour Plan.

**Step 10: Suspension**

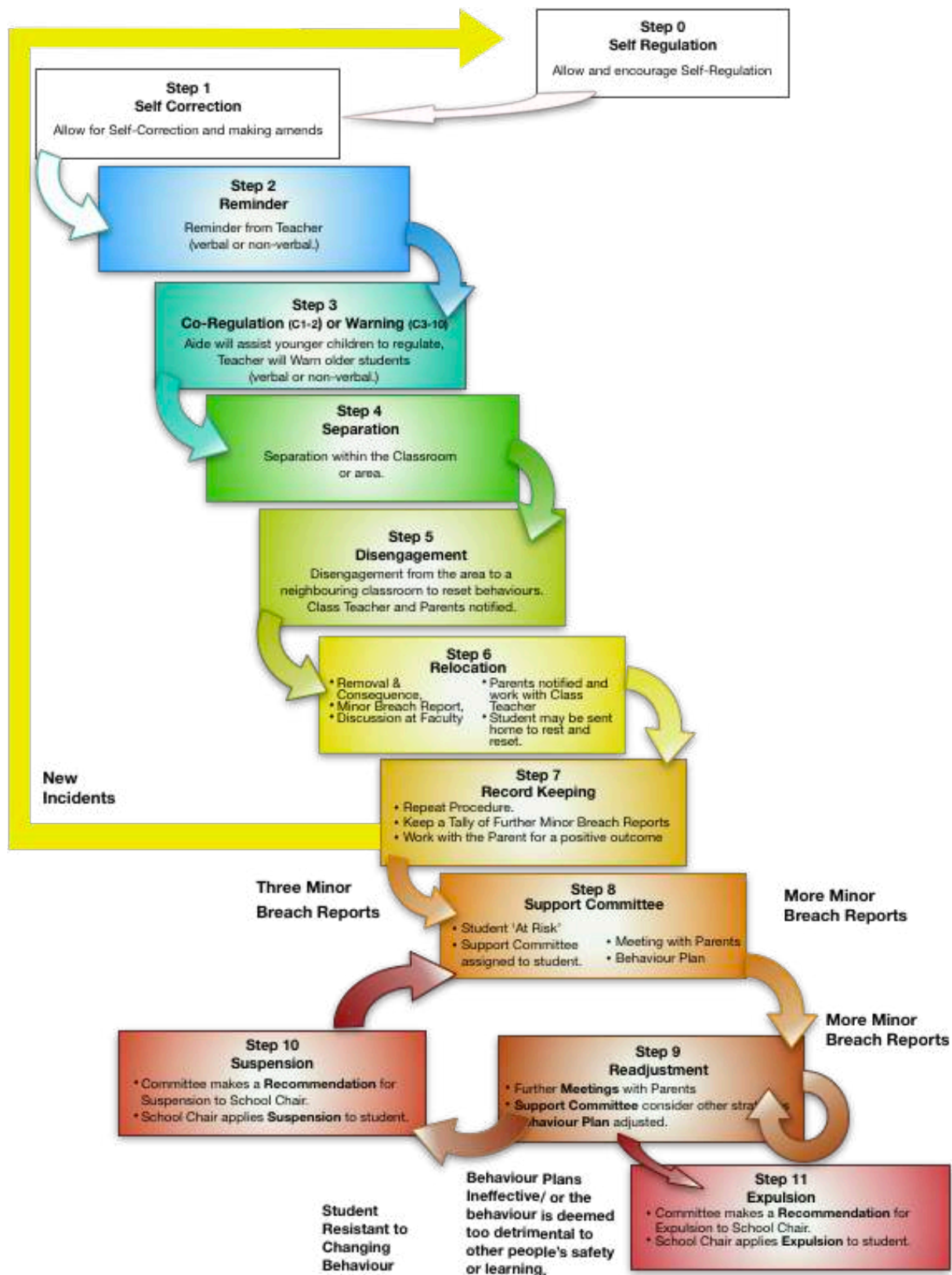
If the student is resistant to changing their behaviour, the Support Committee can recommend that the School Chair suspend the student in order to reset their behaviour. The School Chair will then organise the student’s suspension. In some cases the benefits of a behavioural intervention might be considered. If deemed appropriate a child may be separated from their class for a negotiated period of time, undertaking a program to develop greater social awareness and skills. If the school is satisfied that there is no risk to the health and safety of other students and staff, the child might return to class through a stepped re-entry program, developing confidence certain behaviour will not reoccur.

**Step 11: Expulsion**

If the Behaviour Plans prove to be ineffective and/or the inappropriate behaviour is deemed by the Behaviour Committee to be too detrimental to other people’s learning, safety or wellbeing, the Behaviour Committee is to make a recommendation that the student be expelled. The School Chair is to finalise the expulsion.



### 8.3.1 Minor Breaches of the School Positive Behaviour Policies Procedure Flowchart



### 8.4 What are Serious Breaches of the Primary School Positive Behaviour Policies

Serious breaches of the *Positive Behaviour Policies* are incidents involving violence which have *endangered the health and safety of the student or any other student, staff, parent & friend or community member, or has made another member of the community question their safety*. This includes but is not limited to:

- Aggressive and hurtful verbal abuse/and or strong language at another person.
- Inappropriate or non-consensual physical contact, or harmful sexualised behaviours.
- Using verbally threatening language toward another person.
- Using any body part with the intent to cause harm.
- Throwing, or wielding any projectile with the intent to hurt another person, regardless of its size, or whether the object hits the person.
- Serious and intentional damage to school property.

Other examples of serious breaches in the *Positive Behaviour Policies* are behaviours which places the student themselves in jeopardy, such as:

- Running away.
- Repeated refusal to follow the teacher’s instructions which can not be corrected through allowing for self-correction, reminders, or separation or removal.



## 8.5 Procedure for Serious Breaches of the Positive Behaviour Policies

Where there are serious breaches of the *Positive Behaviour Policies*. The following steps should be taken: **Each Step 1-7 should be taken in the first instance**, in the second instance start at Step 8, in the case of further breaches Step 13. It is noted that a child's level of consciousness and thus imputed intent will be considered when applying Steps 6-18, however when the effect of behaviour is more serious this intent will become less relevant. Consideration of the risks to health and safety of other students and staff will always take priority.

### Step 1: De-escalation

In the event of violence, or threat of violence, the volatile situation should first be diffused through the teacher using any one or a mixture of the following strategies:

- Moving slowly and deliberately towards the incident.
- Walking alongside the student if they are moving towards another person.
- Avoid shouting at them.
- Acknowledging cooperation.
- Seek help/assistance from other staff.
- Avoid appearing confrontational, stand side on, and minimise body language.
- Maintain calmness and detachment.
- Use a serious measured tone of voice.
- Use short sentences with clearly stated instructions.

### Step 2: Removal

The student is to be removed from the classroom or playground immediately. They are to be sent to the front office. Perhaps with an escort if there is adequate supervision.

In the event that the student is unwilling to comply, or has run away, Management are to be notified either by a messenger or phone, to collect the student. If a student is unwilling to comply with instructions and refuses to remove themselves from the classroom or the playground, the class should be removed from their presence lest they act erratically or dangerously.

### Step 3: Data Collection

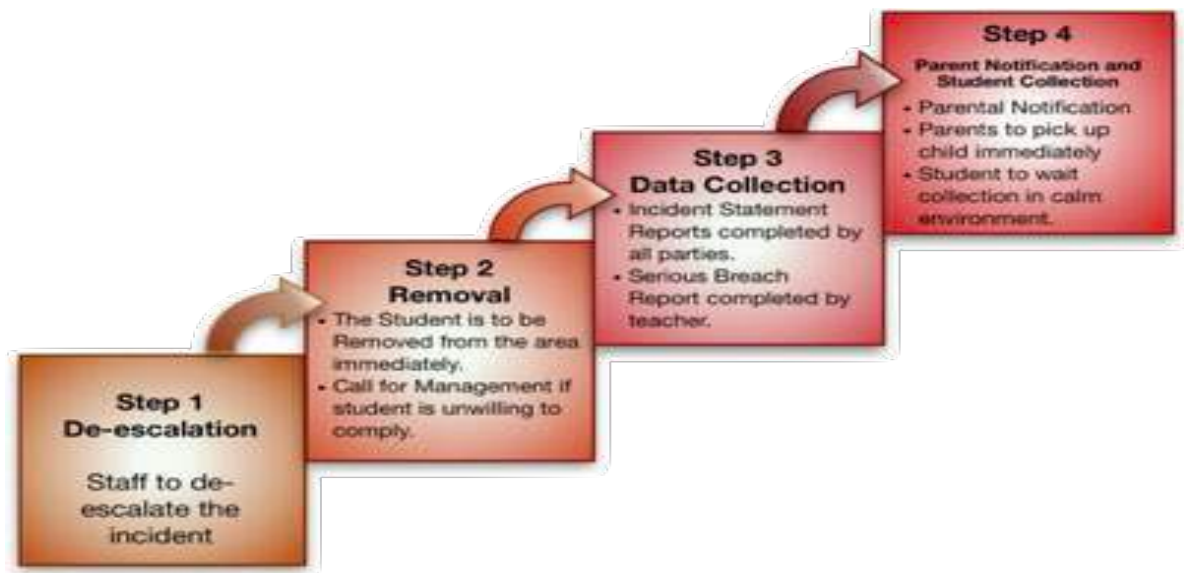
Students are to fill out an Incident Statement Form. Or dictate what to write, if this is not possible. Staff may summarise for younger students, confirming what they have written is an accurate reflection of the incident. The recipient of the violent behaviour and any witnesses should also fill out an Incident Statement Form. This step may implicate others of minor or even other serious breaches of the Positive Behaviour Policy. The Teacher present during the incident is to complete a Serious Breach of Positive Behaviour Report. This should then be discussed at Faculty Meetings.

### Step 4: Parent Notification and Student Collection

The parents or guardians of the child responsible for the behaviour are to be notified by phone. If the parents are unavailable, the emergency contact will be called. They are to be instructed to collect the student as soon as possible, even if it is at the end of the day, as the school cannot knowingly release a student who has risked the safety of others onto a school or public bus.

While waiting to be picked up by a guardian, the student is to be in a calming environment, free from social pressures that may be exerted by their peers. i.e. The Front Office, or if this is inconvenient, in an older Class that is modelling more positive behaviour. During this waiting time they should be engaged in calming and contemplative activities such as quiet reading, or drawing.

Parents of children who are exposed to or impacted by inappropriate behaviour will also be notified.



#### **Step 5: Reset at home**

The student will be required to be at home for the remainder of the day, or for a full 24 hour period. This is to allow the student time to recompose themselves and reset their behaviours. It is also to allow their peers time to recover from the incident and for the teacher to assess the risks to health and safety of other students and staff and the readiness of the class to accept the student back into the classroom. As such, this should not be considered a punitive measure. The parents will be informed as to the time period.

#### **Step 6: Reintegration Meeting**

On return to school, the student should report to the Front Office with at least one parent and wait to be met, either by a member of Executive, or the Class Teacher. The recipient of the violent behaviour may also be present depending on personal circumstances.

At this meeting the student will:

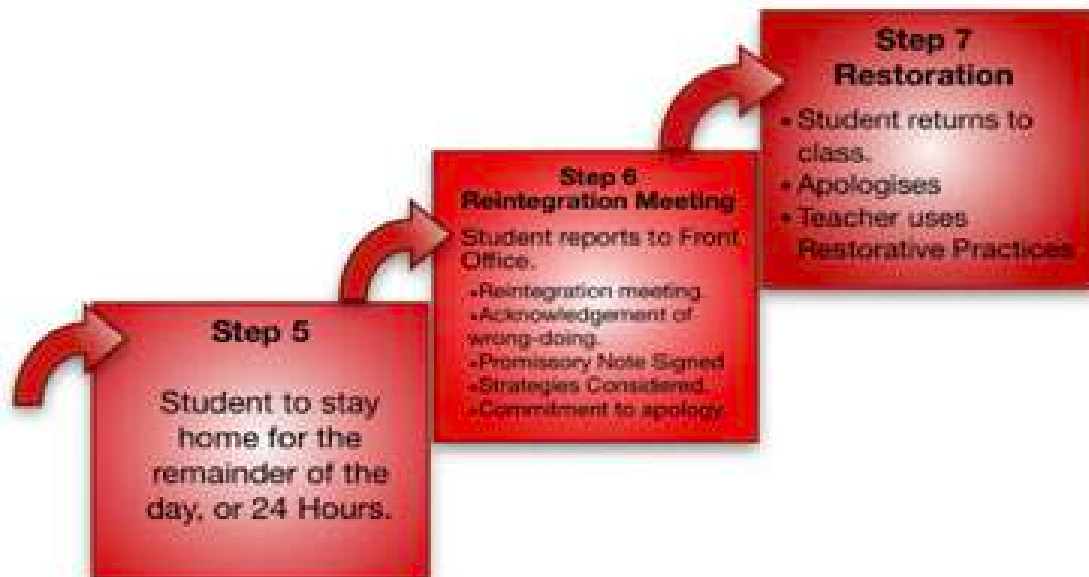
- Be reminded as to why they were removed from the class.
- Acknowledge that the behaviour was inappropriate and unacceptable.
- Commit to improving their behaviour by signing a Promissory Note.
- Suggest or agree to some strategies to ensure that a serious breach will not occur again.
- Commit to apologising, or apologise to, the recipient of the violent behaviour.

#### **Step 7: Restoration**

The student is to return to class. The Class teacher is to ensure that restorative practices take place at their discretion. Restorative practices can be but are not limited to:

- Personal apologies
- General Classroom discussion
- Therapeutic Stories
- Values Education
- Ensuring that the student is aware that the staff value them as people and wish to help them achieve success.





**Step 8: Repeat**

Steps 1 through to 4 should be repeated.

**Step 9: 3 Day Suspension**

The student will be suspended for three days.

**Step 10: Behaviour Committee**

If not already recognised, a student suspended will be recognised as being ‘at risk’. A Behaviour Committee of staff will be appointed to oversee the student’s correction of behaviours. This committee will oversee any breaches of the Primary School Positive Behaviours policy, minor or serious, involving the child henceforth. The Behaviour Committee should consist of three staff members, one of who is (ideally) the child’s Class Teacher (although this may not be the case in some instances. e.g. conflict of interest) The committee will:

- Organise a meeting with the child’s parent or guardian.
- At the Parent Meeting they will formulate an Individual Behaviour Plan to achieve improved behaviour by an agreed upon date (more dangerous behaviours would require the plan to have a shorter time span to demonstrate improvements)
- Depending on the age of the child, and other factors, the child may be present for some or perhaps all of the meeting.
- The Behaviour Plan may involve any one or a mixture of the following strategies:
  - A Child Study
  - A Behaviour Management card to highlight the need to correct a particular behaviour.
  - A Behaviour Contract.
  - Insisting on counselling with an eye to developing more strategies to manage the negative behaviours as a condition of their continued enrolment.
  - Insisting on the child’s assessment for behavioural or learning disorders as a condition of their continued enrolment.
  - An Individual Learning Plan
  - If such a disability is discovered the possibility of extra resources/extra aide could be considered if possible.

## Step 11: Reintegration Meeting

On return to school, the student should report to the Front Office with at least one parent and wait to be met, either by a member of Management, or the Class Teacher. The recipient of the violent behaviour may also be present with a parent depending on personal circumstances.

At this meeting the student will:

- Be reminded as to why they were removed from the class.
- Acknowledge that the behaviour was inappropriate and unacceptable.
- Commit to improving their behaviour by signing a Promissory Note.
- Suggest or agree to some strategies to ensure that a serious breach will not occur again.
- Commit to apologising, or apologise to, the recipient of the violent behaviour.

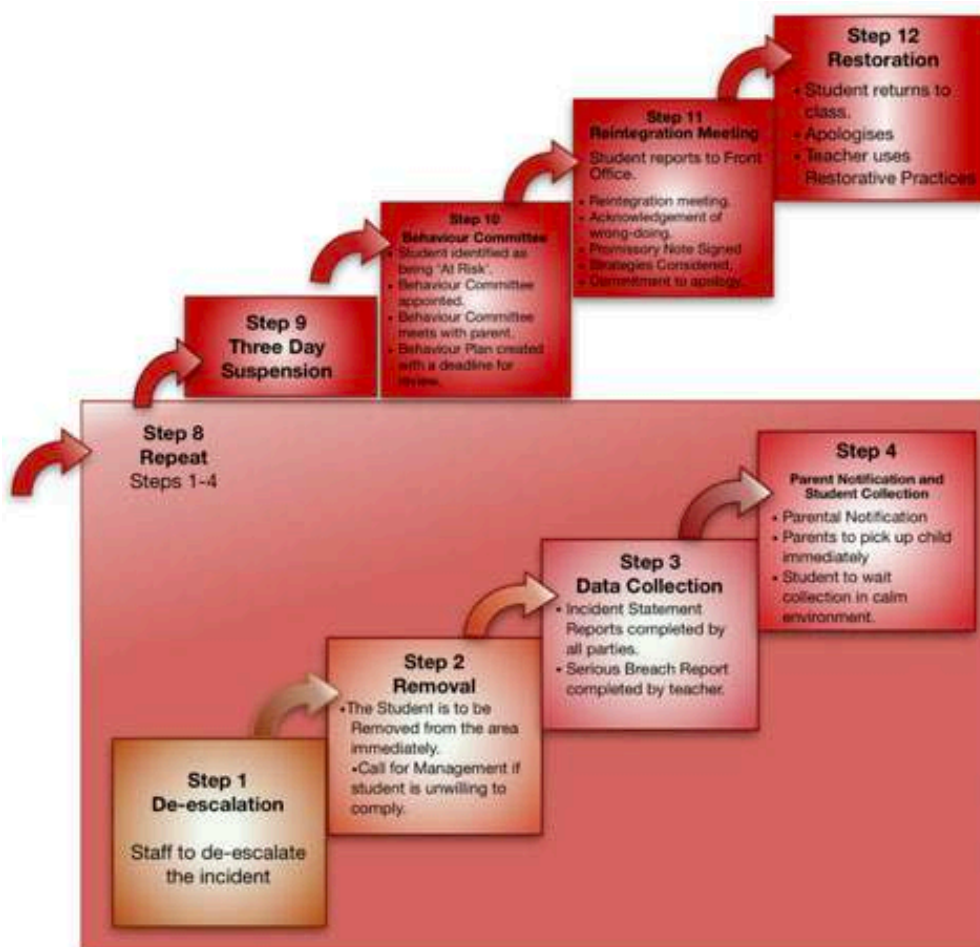
## Step 12: Restoration

(Repeat Step 7)

The student is to return to class. The Class teacher is to ensure that restorative practice take place at their discretion. Restorative practices can be but are not limited to:

- Personal apologies
- General Classroom discussion
- Therapeutic Stories
- Values Education
- Ensuring that the student is aware that the staff value them as people and wish to help them achieve success.

Any further breaches to the Behaviour Policy by the child to be monitored by the Behaviour Support Committee.





If there are further Serious Breaches to the Positive Behaviours Policy, or repeat Minor Breaches, they will be addressed by their Behaviour Support Committee in the following steps:

**Step 13: Repeat**

Steps 1-4

**Step 14: 3 Day Suspension**

Further 3-5 day suspensions will be required to allow the Committee to convene and discuss the child's case.

**Step 15: Readjustment**

Behaviour Support Committee meets with the child's parents to consider further strategies if needed, more adjustments of the Behaviour plan and to reassess whether the school can meet the student's needs and still meet our Duty of Care. In some cases the benefits of a behavioural intervention might be considered. If deemed appropriate a child may be separated from their class for a negotiated period of time, undertaking a program to develop greater social awareness and skills. When the School is confident that there is minimal risk to other students and staff, the child might return to class through a stepped re-entry program, developing confidence certain behaviour will not reoccur.

**Step 16: Reintegration Meeting**

Repeat Step 6

**Step 17: Restoration**

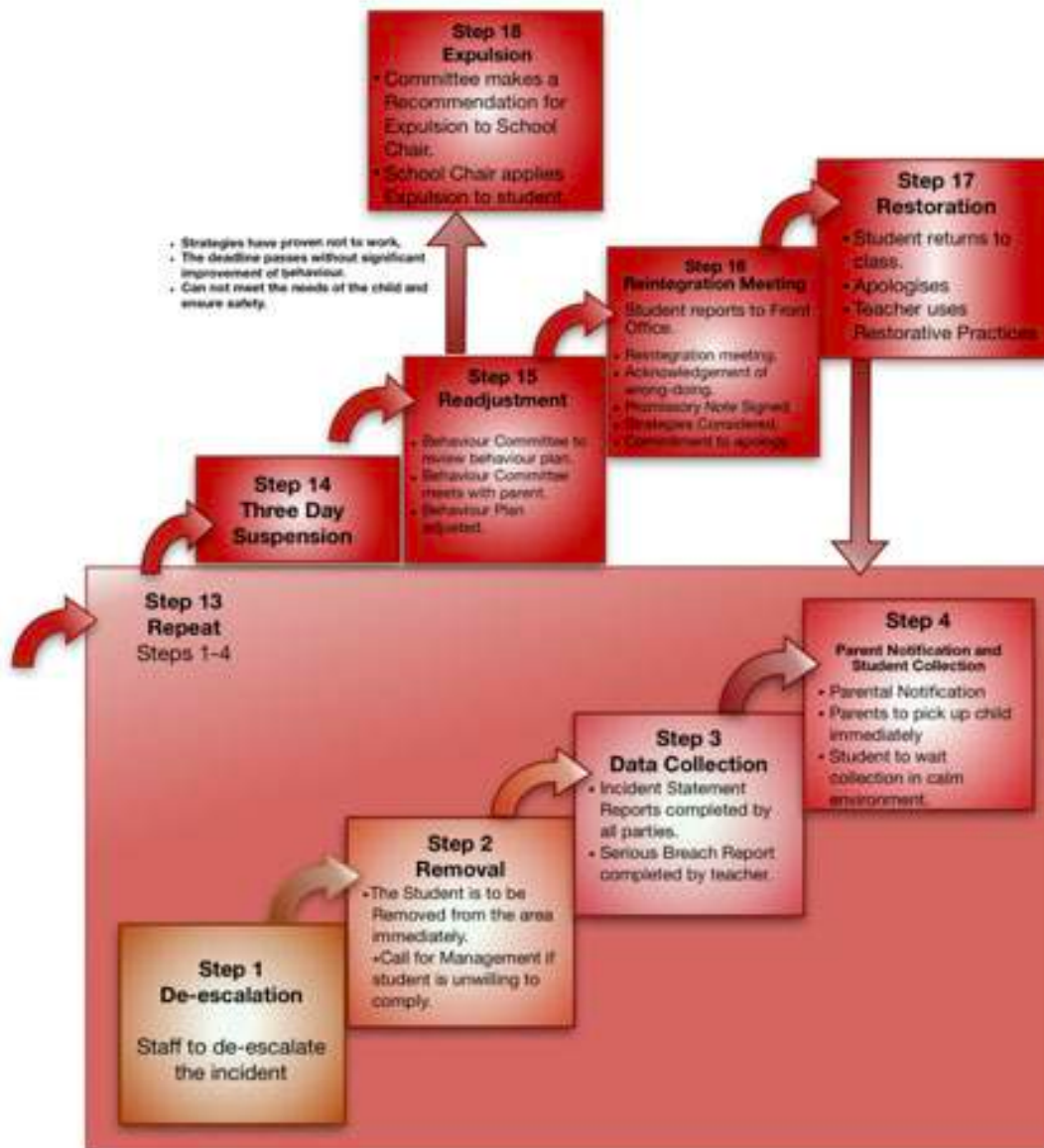
(Repeat Step 7)

Any further breaches to the Positive Behaviour Policy by the child are to be monitored by the Behaviour Support Committee. If there are further Serious Breaches to the Positive Behaviours Policy, or repeated Minor Breaches, they will be addressed by their Behaviour Support Committee who will make adjustments to the Behaviour Plan by repeating Steps 13 through to 17 again or:

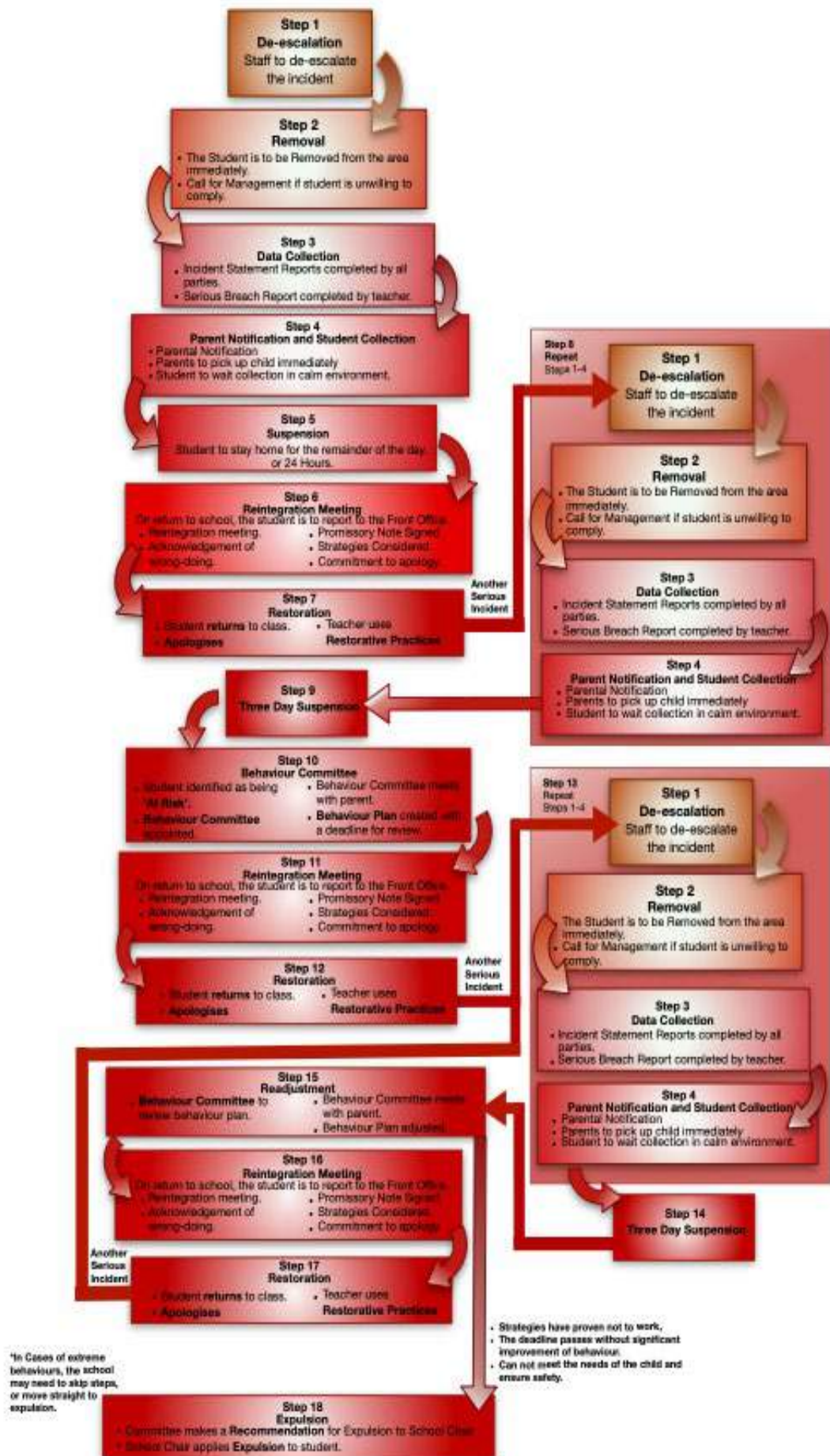
**Step 18: Expulsion**

If these strategies do not work, or the agreed upon date appointed by the Committee passes and the child's behaviour has not shown significant improvement and/or there have been other serious breaches of the School's Positive Behaviour Policy, the Behaviour Support Committee will recommend to the School Chair that the School can not reasonably meet the child's needs and ensure the safety of others.

In accordance with the Ministerial Instruction No. 7 for Eliminating or Ameliorating Risks to Health and Safety of Persons at School expulsion will result if the school is unable to support the student in their current emotional state. This will be carried out by the School Chair.



## 8.5.1 Serious Breaches of the School Positive Behaviour Policies Procedure Flowchart



### **8.5.2 Extreme Behaviours**

In cases of extreme behaviours, the school may need to skip steps, increase the length of a suspension or move directly to expulsion.

### **8.6 Other Strategies for Complex Concerns**

In the event that a situation has arisen that is beyond being addressed by the above processes, these further strategies can be utilised. These strategies would be available if a concern is complex in nature and requires a great deal of collaboration and record keeping/if the social dynamics of many children/families and parents have come into play/or if the social wellbeing of a whole class has become affected. In these instances, a Behaviour Committee or single teacher, can not address these concerns around their normal teaching duties and the following strategies can be utilised:

- The Class Teacher will be withdrawn from daily programming and teaching and will instead focus on addressing the situation. A relief teacher may need to be called to compensate for this.
- A sabbatical, where the student potentially engaged in inappropriate behaviours/the student targeted by the inappropriate behaviours/witnesses to the inappropriate behaviours may be asked to go home or stay home for a day, or possibly as many as 3 days. - This is not a punitive measure, but rather an acknowledgement of the volatility of the situation and that time is required to fully comprehend the situation. Having key players stay home may de-escalate the situation so that it can be processed more calmly after the sabbatical.
- External consultants may be called upon and alternative programs arranged if appropriate and if there are resources.
- Further Restorative meetings/parent meetings/class meeting may need to occur.
- Counselling may be offered to all parties (including parents of the students concerned).

### **8.7 What is Bullying and Harassment**

Bullying or Harassment is identified by being:

- Deliberate, repeated and targeted.
- Intending to cause fear, distress, hurt or harm to another
- An action by a more powerful individual or group over a less powerful individual or group.

Whilst the bullying and harassment behaviours will be dealt with utilising the procedures for Minor and Serious Breaches to the Positive Behaviour Policy, the Bullying and Harassment as a whole will be addressed with extra steps in the *Tarremah Anti-Bullying Policy*.

## **9. Responsibilities**

- School Chair
- School Executive
- Class Teachers and Guardians
- Behaviour Support Committees

## **10. Related Documents**

- The overarching *Tarremah Community Framework*
  - Anti-Bullying Policy
  - Performance and Conduct Management Policy
  - Code of Conduct Policy
  - Parent Community Code of Conduct Policy
  - Complaints Management Policy
  - Student Issues Resolution Process
  - Parent and Community Issues Resolution Process
  - Staff Issues Resolution Process
  - Privacy Policy

## **11. References/Legislation**

- *Tasmania's Anti-Discrimination Act 1998 (Tas)*
- Children, Young Persons and Their Families Act 1997
- Ministerial Instruction No. 7 For Eliminating or Ameliorating Risks to Health and Safety of Persons at School

## **12. Contact Point**

- School Chair
- Class Teachers and Guardians

## **13.0 Authorisation**

Executive:

Council:

Name:

Date: