

<p>Castlemaine Steiner School &amp; Kindergarten</p>	<h2 style="text-align: center;">POSITIVE BEHAVIOUR POLICY</h2>
<p><b>PURPOSE</b></p>	<p>This policy and procedure states Castlemaine Steiner School &amp; Kindergarten’s position on positive behaviour in the school community. In particular this policy has been developed to assist in each child’s development toward a balanced, responsible and self-disciplined person who is able to take their place in the community and contribute in a positive manner to school life.</p> <p>This Policy is framed as an affirmation of positive School Community behaviour, rather than a negation of poor behaviour.</p>
<p><b>AIMS</b></p>	<p>CSSK aims to provide a safe, secure and positive environment in which children can learn and develop to their full potential.</p> <p>We aim to achieve this by:</p> <ul style="list-style-type: none"> <li>• actively promoting equality, cohesion and a respect for learning;</li> <li>• raising awareness of good behaviour;</li> <li>• bringing about conditions in which poor behaviour is less likely to happen in the future;</li> <li>• ensuring a whole school approach to behaviour;</li> <li>• reducing and, wherever possible, eradicating instances of all types of poor behaviour</li> </ul>
<p><b>LEGISLATION</b></p>	<p><i>Children, Youth and Families Act 2005</i>  <i>Education and Training Reform Act 2006</i>  <i>Education and Training Reform Regulations 2007</i>  <i>Equal Opportunity Act 1995</i></p> <p>This policy should be read in conjunction with other relevant school policies e.g, Bullying (including cyber-bullying) and harassment policy and procedures</p>
<p><b>DEFINITIONS</b></p>	<p><b>Bullying</b>          Whilst there is no universally accepted definition of bullying, there is general consensus that Bullying behaviour:</p> <ul style="list-style-type: none"> <li>• is deliberate and repeated</li> <li>• intends to cause fear, distress, hurt or harm to another</li> <li>• is action by a more powerful individual or group over a less powerful individual or group</li> </ul> <p><b>Harassment</b>          Harassment is bullying.          It is an act of aggression causing embarrassment, humiliation, intimidation, pain or discomfort to another:</p> <ul style="list-style-type: none"> <li>• It can take a number of forms: physical, sexual, verbal, written, gesture, extortion and exclusion</li> <li>• it can be planned and organised or it may be spontaneous and/or unintentional</li> <li>• individuals or groups may be involved</li> <li>• it is unwanted, unwelcome, unsolicited and usually persistent</li> <li>• it is an abuse of power</li> </ul> <p><b>Discrimination</b>          Discrimination can take a number of forms, and includes but is not limited to unfair or differentiated treatment on the basis of race, sex, gender identity, sexuality, religion, impairment or disability. Discrimination can be direct, indirect or systemic.</p> <p><b>Procedural Fairness</b>          A process that demonstrates procedural fairness is one in which:</p> <ul style="list-style-type: none"> <li>• decision makers act fairly and provide reasons for decisions;</li> <li>• all parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and</li> <li>• all relevant arguments are considered and irrelevant arguments are excluded.</li> </ul> <p><b>Restorative Practice</b>          The practice of managing conflict and tension by re-focusing on repairing harm and</p>

	<p>strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.</p> <p><b>Racism</b></p> <p>In Australia, the Human Rights and Equal Opportunity Commission (1998) defines: Racism is an ideology that gives expression to myths about other racial and ethnic groups, that devalues and renders inferior those groups, that reflects and is perpetuated by deeply rooted historical, social, cultural and power inequalities in society.</p> <p>Racism has its roots in the belief that some people are superior because they belong to a particular race, ethnic or national group. The concept of race is a social construct, not a scientific one. Racist attitudes and beliefs are misconceptions about people based on perceived racial lines and are often founded on the fear of difference, including differences in customs, values, religion, physical appearance and ways of living and viewing the world. This includes negative attitudes towards the use of:</p> <ul style="list-style-type: none"> <li>• different languages,</li> <li>• foreign accents or</li> <li>• the use of non-standard variations of a dominant community language</li> </ul>
<b>RATIONALE</b>	<p>Positive behaviours are most effectively supported through relationship-based whole-school and classroom practices. However, it is recognised that some individuals and groups of students require additional support in the development of pro-social, positive behaviours. For most of these children and young people, the development of pro-social behaviour is achieved in stages, and requires reinforcement and acknowledgement to support each step towards positive improvement.</p> <p>Some students who are at risk of disengagement from their learning require evidence-based, targeted interventions that are monitored regularly to assist them to improve their wellbeing and educational performance. These students are best supported in calm, consistent and predictable school classrooms and environments that recognise their individual needs and provide appropriate support.</p> <p>Students with problem behaviours can be responded to through a staged response.</p> <p><b>Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.</b></p>
<b>POLICY</b>	<p>CSSK will support positive behavior in the school through strategies to encourage positive behaviour and through targeted intervention to address negative behaviour. We use a restorative justice approach, with further disciplinary processes when this approach has not resulted in the desired change in behaviours, or if the seriousness of the behaviour warrants immediate intervention. (See Appendix C – Formal Student Disciplinary Action Procedure)</p> <p><b>Prevention</b></p> <p>We are committed to the implementation of preventative and early intervention strategies to support positive behaviours and the regular review of these processes. Prevention and early intervention strategies will:</p> <ul style="list-style-type: none"> <li>• define and teach school-wide and classroom expectations</li> <li>• establish consistent school-wide and classroom processes for early identification of student experiencing academic and/or behavioural difficulty</li> <li>• provide school-wide and classroom processes for ongoing collection and use of data for decision- making</li> <li>• empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making</li> <li>• provide a physical environment conducive to positive behaviours and effective engagement in learning</li> <li>• use evidence-based interventions, monitored regularly for those students who face difficulty with behaviour</li> </ul> <p><b>Intervention</b></p> <p>When concerns arise about a student’s behavior, or when a student displays chronic patterns of problem behaviour, a more targeted response is required to support the child or young person. It is important that intervention strategies meet the following criteria:</p> <ul style="list-style-type: none"> <li>• intervention practices should occur in the classroom as the first option and should always involve the classroom teacher/s</li> <li>• Intervention may involve formal discipline in line with the school’s disciplinary</li> </ul>

	<p>procedures</p> <ul style="list-style-type: none"> <li>targeted interventions should be based on systemic collection and analysis of data</li> <li>intervention strategies should include the teaching and/or building of pro-social replacement behaviours</li> <li>progress should be measured and support reduced slowly and gradually</li> <li>both academic and social strategies should involve and support parents/guardians and the formation of a student support group is a critical element in the staged response</li> </ul> <p><b>Student Support Groups</b></p> <p>A student support group may be convened by the Principal to:</p> <ul style="list-style-type: none"> <li>develop an understanding of the child or young person</li> <li>utilise data collection and monitoring systems that will inform decision-making</li> <li>identify the child or young person’s learning, social, emotional, behavioral and environmental needs and the support or resources the student requires for improvement</li> <li>involve key specialist learning and wellbeing support staff, for example Learning Support and/or the school chaplain and the Principal plus the</li> <li>classroom teachers to implement the plan</li> <li>support referrals to community support agencies for specialist interventions delivered in partnership with the student support group school strategies</li> </ul> <p>Meetings of student support groups must involve:</p> <ul style="list-style-type: none"> <li>Principal or delegate</li> <li>Class Teacher</li> <li>student (as appropriate)</li> <li>parents/guardians</li> <li>Professionals who have been supporting the student or their family, for example psychologist, youth worker, etc.</li> </ul> <p>Parents/guardians may be accompanied and supported by an advocate at a student support group meeting if they wish. Parents/guardians are required to organise the attendance of this advocate, who cannot act for a fee or reward. The role of the advocate is to provide emotional and moral support to the student and/or their parents/guardians and to act as a witness to the process of the student support group. The advocate should attend only as an observer, and should refrain from directing the process or answering questions on behalf of the student or their parents/guardians. The only circumstance in which the advocate should speak on behalf of or participate in the student support group is when a language or communication barrier has been previously identified by the student, their parents/guardians or the school.</p> <p><b>Note on Suspension</b></p> <p>Only the principal has authority to make the final decision to suspend a student. This authority cannot be delegated.</p> <p>Every student deserves a safe and positive learning experience where they are engaged and supported to reach their full potential.</p> <p>The School’s Positive Behaviour Policy, Bullying and Harassment Policy and the Code of Conduct helps the Principal to promote positive student behaviour and respond to challenging student behaviour. The Guidance also provides the principal with supports and resources regarding disciplinary measures.</p> <p>A Principal considering the suspension of a student must refer to Appendix C ‘The Formal Student Disciplinary Action Procedure’ of this Policy, where suspension considerations (including ground for suspension) and the suspension process are detailed. A range of templates, forms and support materials are also provided.</p>
<b>SCHOOL RULES</b>	<p>School Rules provide the framework for positive behavior. School Rules will be reviewed on an annual basis, or in response to an incident.</p> <p>School Rules are developed by the College of Teachers and authorized by the Principal.</p> <p>Class Teachers may develop specific rules for their class as long as they are consistent with this policy and the whole-of-school rules, and must be authorized by the relevant Faculty Chair.</p> <p>Refer to:</p> <p><i>School Rules (Appendix A)</i></p> <p><i>School Bus Rules (Appendix B)</i></p>

	<p><i>Clothing Policy</i>  <i>Attendance Policy</i>  <i>Mobile Phone Acceptable Use Policy</i></p>
<p><b>RIGHTS AND RESPONSIBILITIES</b></p>	<p><b>Students have a responsibility</b></p> <ul style="list-style-type: none"> <li>• To treat others with understanding and empathy; not to laugh at others, tease others or hurt the feelings of others.</li> <li>• To treat all other students, teachers and non-teaching staff, school community and the general public politely and with respect.</li> <li>• Students have the responsibility to respect the position of teachers and respond to their instructions politely.</li> <li>• To help others feel safe at school by not threatening, hurting or harming anyone in any way, and by accepting the consequences that may arise from their actions.</li> <li>• Not to steal, damage or destroy the property of other students and excursion venues, and to protect and to care for our school equipment and grounds.</li> <li>• To attend classes on time and homework completed.</li> <li>• To ensure that their behaviour does not interfere with other students’ right to learn.</li> <li>• To care for the school grounds, buildings and equipment: to keep them clean, safe and well presented.</li> </ul> <p><b>Students have the Right</b></p> <ul style="list-style-type: none"> <li>• To be treated with understanding, empathy and equality, free from pre- conceived notions.</li> <li>• To be listened to and treated with respect and politeness</li> <li>• To be safe and to feel secure at school, knowing that these rights and responsibilities will be enforced.</li> <li>• To expect their property to be safe.</li> <li>• To work in a positive environment that promotes learning and recognises achievement.</li> </ul> <p><b>Student action regarding bullying harassment &amp; discrimination</b></p> <ul style="list-style-type: none"> <li>• Take some positive action to stop the bullying if they observe an incident</li> <li>• Report the bullying incident to a teacher as soon as possible</li> <li>• Make it clear to their peers that bullying is not acceptable</li> </ul> <p><b>Staff action regarding bullying harassment &amp; discrimination</b></p> <ul style="list-style-type: none"> <li>• Take some positive action to stop the bullying when they observe an incident</li> <li>• Follow all relevant policies and procedures</li> <li>• Pass on information about any reported or observed bullying behaviours to the relevant Class Teacher and Principal.</li> </ul> <p><b>Parent action regarding bullying harassment &amp; discrimination</b></p> <ul style="list-style-type: none"> <li>• Listen to their child and encourage their child to speak to their Class Teacher</li> <li>• Contact the Class Teacher if the parent has a concern</li> <li>• Read all relevant CSSK policies</li> </ul>
<p><b>RESTORATIVE JUSTICE</b></p>	<p><b>The Restorative Justice Approach</b></p> <p>The staff at CSSK work to monitor and reflect on the practical approach to conflict management using the philosophy and practices of Restorative Justice. We believe this approach fosters a safe environment for all students and staff.</p> <p>Restorative Justice processes promote repairing harm done to relationships and people over and above the need for blaming and dispensing punishment. Aspects of the process include:</p> <ul style="list-style-type: none"> <li>• Facilitating dialogue between all those affected by the wrongdoing or conflict <sup>[11]</sup> <sub>[SEP]</sub></li> <li>• Encouraging those responsible for the harm to become accountable for their actions and responsible for putting right the wrong</li> <li>• Ensuring that all those involved or affected are given the opportunity to share their story, their feelings and their needs</li> <li>• Involving everyone affected in finding mutually acceptable ways forward</li> <li>• Repairing the harm caused by any behaviour that has a negative impact on others</li> <li>• Repairing, or at times building, relationships between those affected. The values embedded in Restorative Justice processes create an ethos of respect, inclusion,</li> </ul>

	<p>accountability and responsibility.</p> <p>These values include:</p> <ul style="list-style-type: none"> <li>• fostering impartiality</li> <li>• being non-judgemental</li> <li>• collaboration</li> <li>• empowerment</li> <li>• emotional articulacy</li> <li>• valuing others</li> <li>• integrity</li> <li>• honesty</li> <li>• openness</li> <li>• trust</li> <li>• tolerance</li> </ul> <p>The skills involved in Restorative Justice include:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• facilitating dialogue</li> <li>• empowering others to take ownership of problems</li> <li>• emotional articulacy</li> <li>• empathy</li> <li>• open-mindedness</li> <li>• conflict management skills</li> </ul>
<b>COMMUNICATION OF THIS POLICY</b>	All students will be clearly informed and regularly reminded of the content of this policy and that it is the expectation of the whole school community (teachers, parents and children) that it will be carried out. The most positive outcome for the children will happen when teachers and parents work together.
<b>Date Implemented</b>	21.02.17
<b>Author</b>	Danilo Paglialonga
<b>Approved By</b>	Board of Directors – electronic resolution 1/9/2016
<b>Approval Authority (Signature &amp; Date)</b>	28.06.19
<b>Date Reviewed</b>	June 2019
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	March 2020
<b>Amendment 1.1</b>	23.08.2017 Addition of Appendix D – Student Behaviour and Discipline Procedure 28/06/2019 Explanatory note on Suspension. Minor amendments to school rules.

## APPENDIX A: SCHOOL RULES

### PURPOSE

Part of our school philosophy is a belief that a vital part of living on Earth is caring for others and for the Earth itself. We believe that this leads to peace and deep happiness.

Therefore, when students or teachers join our school we expect them to join in a community life where we respect and care for

- ourselves,
- each other and
- the environment.

Our first intention is always to create a positive attitude to our work and play.

To achieve this we will always respect and obey the School Rules.

We follow all school rules, policies and codes of conduct on school days, parent teacher days, at festivals, on camps and excursions and on working bee days whether they be weekends, weekdays or evenings

- We speak respectfully to others and about ourselves.
- We listen respectfully to others
- We respect each other by being punctual and ready for our work

Related policies:

**Food Policy**

*Clothing Policy*

*Attendance Policy*

*Mobile Phone Acceptable Use Policy*

### OUTSIDE PLAY

#### Boundaries

- We obey the schoolyard boundaries which include:
- Only Class 3 and above can go across the creek.
- Classes 2-4 play on the Junior side of the school.
- We do not play in the toilet area
- Classes 1-4 use the outside toilets during playtimes and after school and we only use the inside toilets during class time.
- The Library is a special area for quiet reading and discussion and is not a play space
- The creek is not for playing in, and we want to keep it clean. We don't throw anything in the creek.
- The car park area is out of bounds.
- The dams, reeds and creek are out of bounds. Fences are not to be crossed at any times.
- The maintenance shed and sports sheds are out of bounds.
- The bike racks are out of bounds except before and after school for bike owners.
- We do not climb on or over the fences, gates, walls.
- We only play on the climbing frame during school playtimes and never before or after school, unless supervised by a teacher. The climbing frame is not for the use of our brothers and sisters who are in Kinder or Prep or who are not enrolled in a class at school.
- Students in classes 1-6 are not to play on the fitness equipment unless supervised by a teacher.
- We play quietly in the Heartlands (classes 5-8).

#### Ball Games

- Balls are only to be thrown on the ovals, hard courts and beyond the treed embankment behind the Class 8 and Craft rooms.
- Kicking ball games are allowed in Terms 2 & 3 only
- We do not play ball games after school

#### Play

- Cubbies may be built in Autumn and Winter but only natural materials may be used. Nails, metal and plastic sheeting are not permitted.
- Tunneling is not allowed.

	<ul style="list-style-type: none"> <li>• We don't bring toys to school unless we have our teacher's permission.</li> <li>• We do not play in or enter the Multi Purpose Room or Eurythmy Room unless supervised by a teacher.</li> <li>• We do not use the gym equipment unless we are being supervised by a teacher.</li> <li>• We do not play the pianos unless we are under the supervision of a teacher.</li> <li>• We use sticks safely – not to be pointed at each other in any manner, to be left on the ground unless we are using them <u>safely</u> in our cubbies.</li> <li>• Digging may take place only in designated digging areas behind the huts in the junior playground or over the creek in the cubby building area.</li> </ul> <p>Children are encouraged to :</p> <ul style="list-style-type: none"> <li>• act and move safely</li> <li>• listen to one another</li> <li>• resolve a problem themselves first</li> <li>• seek the assistance of a nearby and trusted adult if unsuccessful</li> <li>• never physically, emotionally or verbally bully – children can tell a teacher if they or someone else is being bullied</li> <li>• include everyone as much as they can, particularly newcomers</li> <li>• respect the right of children to be left alone when they choose</li> <li>• respect everyone's unique differences</li> <li>• respect school property</li> <li>• respect other children's possessions – they are very important to them</li> <li>• respect the duty teacher's authority</li> <li>• follow duty teacher's instructions</li> <li>• respect school property</li> <li>• wear a hat all year</li> <li>• not eat in the playground when playing</li> <li>• always wear shoes outside</li> </ul> <p><b>Before school:</b> We must be quietly in our room or in the paved area outside.  <b>After school:</b> We must stay under the verandah near the office area after school until the bus or parents pick us up.</p>
<p><b>GUIDELINES FOR PARENTS/GUARDIANS</b></p>	<p>Children must be supervised by their Parent/Guardian before 8.30am and directly after pick-up. Younger sibling picked up from Early Childhood must remain and be supervised by their Parent/Guardian at all times.</p> <p>Children must not play on any playground equipment or sandpits before or after school. Parent/Guardian must sign children out at the front office if picking up a child during school hours. Should a child arrive or return to school during school hours they must present at the front office to be marked on the attendance roll using the late slip process.</p>
<p><b>WHAT CAN'T BE BROUGHT TO SCHOOL?</b></p>	<ul style="list-style-type: none"> <li>• Mobile Phones and other electronic devices (such as iPods, MP3 players, computer games, personal laptops, cameras) are not to be used by students on school property. Per the Mobile Phone Policy students who do need these items during their commute should, with the relevant permission form signed by a parent, deposit the device at the front office during school hours. If found in use during school hours, these devices will be confiscated until collected from the school office by a parent. Urgent phone calls can always be made through the office.</li> <li>• Bikes may be ridden to school, but we never ride any bicycles in the school grounds other than arriving or departing from school on the driveway. The Class 8 bike track is subject to a set of rules and requires a signed permission form – see office for details.</li> <li>• Skateboards are not to be used at school</li> <li>• Knives, nor any other perceived weapon may be brought to school</li> <li>• Domestic pets are not allowed on the school property at any time, including weekends, holidays or other non-school days unless arranged with the class teacher under the care of a parent to show a new pet to the class, or as part of a class/school activity authorized by the Principal</li> </ul>
<p><b>Date Implemented</b></p>	<p>21.02.17</p>
<p><b>Author</b></p>	<p>Danilo Paglialonga</p>
<p><b>Approved By</b></p>	<p>Board of Directors – electronic resolution 1/9/2016</p>

<b>Approval Authority (Signature &amp; Date)</b>	23.03.17
<b>Date Reviewed</b>	Feb 2017
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	Mar 2018
<b>Amendment</b>	24.10.19 Amendment – “ Knives, nor any other perceived weapon may be brought to school” and alignment with Mobile Phone Acceptable Use Policy and current Bus Rules.

## APPENDIX B: SCHOOL BUS RULES

### SCHOOL BUS USE CONDITIONS OF USE

For the safety and wellbeing of all who travel on the bus, it is a condition of use that all bus travellers adhere to the following School Bus Rules. We request your support in discussing these with your children and reinforcing them over the year. These rules are in place to ensure that bus travel is, above all a safe, but also pleasant experience for students to begin and end their school day.

#### For Safety Reasons:

- Students must remain in their assigned seats and facing the front at all times.
- No one should move around the vehicle while the bus is in motion.
- No part of the student or their property is to protrude from the bus windows.
- Students are to remain in their seat until the bus has completely stopped and the doors have been opened.
- Both at school and at the stops in Castlemaine it is important that students embark and disembark in an orderly and courteous manner, allowing younger children to exit first.
- All students must immediately comply with any instructions given by the bus driver.

#### Other School Bus Rules:

- As at school, no electronic devices are to be used on the bus. (ipods, ipads, cameras, phones etc)
- Students are not to swear.
- Students are not to call out loudly, and should speak to and interact with others only in respectful and courteous ways.
- No food of any kind, including lollies and chewing gum, is to be eaten on the bus.
- Litter of any kind is not to be left on the bus.
- Students may not sit in a different seat from that to which they have been assigned

#### Changes to Regular Bus Users' travel

Parents of students with a regular day/s of bus travel need to contact the office by sms, email or phone if their child is not travelling that day or are travelling on a day they do not usually travel. This prevents delays to bus departure caused by having to call parents to confirm travel or searching for children who have already been picked up.

#### Seating arrangements

The seating arrangements will be determined by the bus duty person and generally positions the youngest classes at the front of the bus. Travellers are to sit only in the seat they have been assigned for the trip.

#### Casual Bus Users

When children are to use the bus, Parents must notify the office by sms, email or phone as early as possible in the day to prevent confusion and anxiety at the busy time at the end of the school day.

#### Breaches of Bus Rules

If there is a failure to follow the bus rules, the following applies:

1. A warning is issued to the child (or parent for drop off infringement) and an email notification sent to parents
2. A subsequent breach will lead to immediate suspension from bus travel for a week
3. A further breach will lead to bus travel suspension from the bus for the remainder of the term or following term
4. A third breach will result in suspension from the bus for the remainder of the year

#### Parents and the School Bus

Please ensure you adhere to safe practices when dropping children at bus.

Preferably park in Lyttleton St next to St Mary's Hall in the morning or outside the church in Templeton St in the afternoon.

Do not park in the bus zone.

Do not allow children to cross the road other than at marked or manned crossings.

If children are noted as crossing illegally, it will be considered a breach of the bus rules.

## APPENDIX C: POSITIVE BEHAVIOUR POLICY

<b>PURPOSE</b>	The overarching aim of any disciplinary action is to promote or encourage positive behaviour. Some negative behaviours, however, require a more formal response to ensure the safety and wellbeing of all students and teachers, or to reinforce the seriousness of a particular negative or repeated behavior.
<b>AIMS</b>	To ensure all disciplinary procedures are: <ul style="list-style-type: none"> <li>• Understood by teachers, parents and students</li> <li>• Procedurally fair</li> <li>• Targeted and effective</li> </ul>
<b>DEFINITIONS</b>	<p><b>Formal discipline</b> is a sanctioned action taken by an authorised person with the aim of bringing about a change in a negative student behavior.</p> <p>A <b>sanctioned action</b> is an action that is</p> <ul style="list-style-type: none"> <li>• Legal</li> <li>• Allowed under the terms of this policy</li> </ul> <p>An <b>authorized person</b> is an employee of the School acting within the terms of this policy according to the position they hold in the school</p> <p>A process that demonstrates <b>procedural fairness</b> is one in which:</p> <ul style="list-style-type: none"> <li>• decision makers act fairly and provide reasons for decisions;</li> <li>• the person affected is given a fair hearing;</li> <li>• all parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and</li> <li>• all relevant arguments are considered and irrelevant arguments are excluded.</li> </ul>
<b>CONDUCT OF TEACHERS</b>	<p><b>Conduct of Teachers in implementing any disciplinary action</b></p> <ul style="list-style-type: none"> <li>• Staff must not, under any circumstances, use any form of discipline that involves corporal punishment, or engage in any form of behaviour that could constitute the physical or emotional abuse of students. Corporal punishment is expressly forbidden.</li> <li>• Staff must not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</li> <li>• Staff must behave in such a manner as to protect and enhance the esteem and standing of CSSK, and provide a level of supervision and care that meets the school’s high standards of duty of care.</li> <li>• Staff must adhere to the V.I.T. Code of Conduct for Teachers.</li> <li>• Staff must be familiar with the school’s Child Safe Policy and Child Protection Policy and adhere to its guidelines</li> </ul>
<b>RATIONALE</b>	<p>CSSK positive behaviour plans will include the use of appropriate consequences for breaches of school discipline as part of an educative and restorative process. The CSSK Behaviour &amp; Discipline Process,( outlined in Appendix D of the Positive Behaviour Policy utilises the following consequences for the management of behaviour.</p> <p><b>Withdrawal of Students from School Activities</b></p> <p>Withdrawal of students from school activities is a planned strategy and will involve consultation between the Class Teacher and the school Principal.</p> <p>Following a breach of school rules, staff members may withdraw a student from:</p> <ul style="list-style-type: none"> <li>• any class or classes of instruction</li> <li>• recess and lunch breaks, however, alternative breaks must be provided and students must be supervised; and</li> </ul>

- identified school activities or programs.
- Staff members cannot withdraw a student from any class or classes of instruction for more than
- three consecutive school days.
- The withdrawal of a student from a school activity must be imposed in a timely manner that is as
- close to the occurrence of the incident as is possible.
- Staff members will only consider withdrawal when it:
- is used to provide students exhibiting disruptive behaviour with the opportunity to calm down, and reflect on their own behaviour;
- provides an opportunity to negotiate and plan behaviour management strategies; and
- provides an opportunity for restorative processes to be implemented.

Staff members must provide a student withdrawn from classes with opportunities to complete assignments or assessments to fulfill curriculum requirements.

Staff members must supervise students to ensure safety and security requirements are met at all times.

Decisions about the location, supervision arrangements and the duration of withdrawal must take into account:

- the developmental status of the student; and
- the potential emotional, academic and social impact of such withdrawal on the student.
- Class Teachers are to inform parents of their child's withdrawal from school activities and keep records regarding this process

### **Suspension**

Students should only be excluded from school when all other measures have been implemented without success (see Appendix D), or where an immediate suspension is the only appropriate course of action given the student's behaviour.

If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student, and the student's parents/guardians as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

Appropriate and meaningful school-work must be provided to the suspended student. This work must be consistent with work provided in the student's classes. While completion of the work is not a requirement for re-entry to school, parents/guardians can assist the process by ensuring that the work is completed.

At any time during a suspension, parents/guardians can request that a student support group meeting be convened.

The Principal is responsible for student suspensions.

### **Procedures Prior to Suspension**

With the exception of situations that require urgent action, the Principal should ensure that a range of options (in particular to accommodate the needs of students with a disability or impairment) have been considered before suspending a student.

The parents/guardians and student (where appropriate) must be informed that a suspension is being considered and given an opportunity to address the issues of concern and to respond, unless the Principal is satisfied that urgent action (in the form of a suspension or expulsion) is required.

When it is believed that a student's behavior warrants suspension, the Principal must ensure every reasonable step is taken to arrange a meeting with the parents/guardian to discuss:

- The student's behavior and performance

- the strategies being developed in the school to meet the educational needs of the student;
- possibility of suspension should the student's behavior continue; and
- the responsibilities of the parents should suspension be considered necessary.

#### **Grounds for Suspension**

The Principal may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), the student:

- behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person; or
- commits and acts of significant violence against a person or causes significant damage to or destruction of property or is knowingly involved in the theft of property; or
- fails to comply with any reasonable and clearly communicated instruction of the Principal, teacher or other staff member; or
- consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student; or
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person

#### **Procedures for Suspension**

In determining whether to suspend a student, the Principal must ensure that this response is appropriate to:

- the behaviour for which the student is being suspended;
- the educational needs of the student;
- any disability or additional learning needs of the student;
- the age of the student; and
- the residential and social circumstances of the student.

When it is determined that a suspension is justified, the Principal must:

- convene a meeting of a student support group to:
  - explain to the student and their parents/guardians the reasons for the suspension, the school days on which the suspension shall occur and where the suspension will occur (e.g. in-school suspension);
  - provide contact details for additional support services to the student and their parents/guardians as appropriate;
  - develop with the Class Teacher, a Student Absence Learning Plan that outlines the school work to be undertaken during the period of suspension; and
  - if the suspension is for two days, provide details of the post-suspension student support group meeting.
- ensure that:
  - a comprehensive range of strategies, including student support groups, have been considered and implemented by the school to meet the educational, social and emotional needs of the student; and
- provide the student, their parents/guardians and the School Board with a Notice of Suspension prior to the day on which the suspension commences which must include:
  - the summary of outcomes of previous actions that have been undertaken by the school to support the student (the staged response);
  - the reasons for the suspension;
  - the school days on which the suspension shall occur;
  - the details of the post-suspension student support group meeting, if the suspension is for two days; and
  - the Student Absence Learning Plan and Return to School Plan (as appropriate).
- provide the student and their parents/guardians with a copy of the *Positive Behaviour Policy* which outlines the rights and responsibilities in terms of school exclusions.

### **Procedures for Immediate Suspension**

The Principal may suspend a student immediately and prior to convening a student support group meeting if the student behaves in such a way that would provide the basis for a suspension ordinarily and their behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

In such cases, the Principal has a duty of care to provide supervision of the student until they can be collected from school by a parent/guardian. If the parent/guardian is unable to collect their child, the student must stay on school premises and be adequately supervised by a staff member until the end of the school day.

The Principal must:

- give immediate verbal notification to the student and their parents/guardians;
- schedule a student support group meeting (this meeting must be held within 48 hours of the student being suspended);
- provide the student and their parents/guardians with a Notice of Suspension and a copy of the *Positive Behaviour Policy* which outlines rights and responsibilities in terms of school exclusions at the student support group meeting;
- develop a Student Absence Learning Plan and a Return to School Plan at the student support group meeting; and
- schedule a post-suspension student support group meeting if the suspension is for two days

Any suspension must end at the end of the school term in which it was imposed and not continue into the following term.

### **Post-Suspension Student Support Group Meetings**

If the suspension is for two days, the Principal must convene a post-suspension student support group meeting on the day of the student's return to school.

The post-suspension student support group meeting should consider:

- the Student Absence Learning Plan and develop a Return to School Plan, including a review of school work undertaken while excluded from school;
- the strategies to be developed within and outside of the school to meet the educational, social and emotional needs of the student; and
- the responsibilities of the student, their parents/guardians, the school and any other professional participating in the meeting to support these strategies.

## **Expulsion**

### **Authority for Expulsion**

The Principal is responsible for student expulsions. However, expulsion from a school is the most serious consequence open to the Principal. When expulsion is unavoidable, the Principal has a responsibility to demonstrate that expulsion is the only appropriate measure and that all other measures consistent with a staged response have been implemented in good faith by the school without success.

Only the Principal has the authority to expel a student from the school. This responsibility cannot be delegated to any other person at the school.

### **Grounds for Expulsion**

The Principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity):

- the student does anything for which they could be suspended; and
- The student's behavior is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.

In determining whether to expel a student the Principal must determine that expulsion of the student is appropriate to:

- the behaviour for which the student is being expelled;
- the educational needs of the student;
- any disability or additional learning needs of the student;
- the age of the student; and
- the residential and social circumstances of the student.

#### **Procedures Prior to Expulsion**

Prior to an expulsion, the Principal must ensure that:

- a comprehensive range of strategies, consistent with the staged response, to meet the educational, social and emotional needs of the student has been considered and implemented by the school; and
- despite these strategies, the student's inappropriate behavior persists
- the student and parents/guardians must be informed that expulsion is being considered and must be given the opportunity to be heard. This should be undertaken through the student support group process
- the Principal may implement an immediate suspension pending expulsion, prior to a student support group meeting being convened, only when the Principal considers that the severity of the situation and the possibility of immediate physical threat to another person warrants such action.

#### **Procedures for Expulsion**

If the Principal considers that expulsion is justified, they must notify the School Board that a student support group meeting is being convened to discuss the expulsion.

When the School Board has been informed that the Principal is convening such as meeting, they must nominate a member of the Board to:

- attend the meeting;
- ensure that the appropriate education options are considered for the student; and
- assist in implementing the course of action agreed to at the meeting.

The Principal must convene a student support meeting to:

- provide the student and their parents/guardians with a Notice of Expulsion before the day on which the expulsion commences ; The Notice of Expulsion must state the reason/s for the expulsion and state the date of the commencement of the expulsion.
- provide a the student and their parents/guardians with information;
- ensure that the student and their parents/guardians have the opportunity to be heard; Every reasonable step must be taken to ensure that all relevant professional staff who have been working with the student can attend the meeting with the permission of the parents/guardians and the student. In exceptional circumstances a student support group meeting may occur outside the required timelines.

Following the student support group meeting, if the Principal determines that enrolment at another school is the most appropriate option for the student, all members of the student support group must work to facilitate that enrolment. It is the responsibility of the Principal to ensure that the student is enrolled at another school if the student is of compulsory school age.

#### **Procedures Following Expulsion**

When a student has been expelled, the Principal must, within 24 hours of the commencement of the expulsion, forward a copy of the Notice of Expulsion to the School Board, with a written expulsion report which must contain:

- A short statement of the history of the student's time at the school, the grounds for the expulsion, any considerations in support of the expulsion including a comprehensive range of strategies employed to date and any representations made by the student or their parents/guardians;

- a summary of the options considered by all the student support group meetings and why expulsion is considered necessary;
- details of the arrangements that have been made for the continuing education and/or employment of the student; and
- recommendations on whether any further action either at the school, local, or community level is required, including strategies at the school to prevent the repeat of similar circumstances.

The School Board should work with the school to ensure that the student is supported and the outcomes of the Expulsion Report are achieved.

**Transition Arrangements**

The school must schedule a meeting with the destination school of the expelled student and ensure that information relevant to the needs of the student is passed to the enrolling school in accordance with the *Information Privacy Act 2000*.

**Appeal Process**

Grounds on which an expulsion can be appealed are:

- that the expulsion process was not followed by the school;
- reasons for which the student was expelled are considered unfair; or
- other extenuating circumstances.

Any appeal must be lodged with the Principal within 10 school days of receiving the Notice of Expulsion

**APPENDIX D**

Castlemaine Steiner School & Kindergarten

**STUDENT BEHAVIOUR AND DISCIPLINE PROCEDURE**

<b>DISCIPLINE LEVEL SYSTEM</b>	<p><b>NOTE:</b></p> <ol style="list-style-type: none"> <li>Staff reserve the right to implement Levels 3 and 4, without reference to Levels 1 and 2 for serious transgressions, including substance abuse, threatening the safety of others, harassment of any description, violence or any illegal activity.</li> <li>The application of this procedure represents a point in time after the unsuccessful implementation of the following:             <ul style="list-style-type: none"> <li>normal class behaviour management strategies</li> <li>'Individual Learning Plans' which includes significant consultation with parents</li> <li>school-wide strategies such as child studies, class studies</li> </ul> </li> <li>The school takes each individual case on its particular merits and considers all factors that have led to the situation, which would include the age of the child. We must be conscious that: children in younger classes are only just developing connection to their conscious behaviour and may not have developed enough to fully grasp the meaning of consequences. For younger children to have reached this part of the behaviour management model means there are serious issues present for which outside agency may be required.</li> </ol>			
	<b>REASON</b>	<b>CONSEQUENCE</b>	<b>YOUR RESPONSE</b>	<b>YOUR CHOICES</b>
<b>LEVEL 1</b>	<p><b>After working with the school's Restorative Practices the teachers are still concerned over the lack of co-operation, disobedience or disrespect shown by the student, e.g.</b></p> <ul style="list-style-type: none"> <li>Repeatedly causing problems in class or in the playground</li> <li>Being rude to teachers or teasing others</li> <li>Forgetting manners or crossing boundaries set</li> <li>The student continues to disregard guidelines given as to what is acceptable and what is not.</li> <li>The student is not keeping to the agreements in the Individual Learning Plan</li> <li>Repeatedly disrupting the learning of others</li> </ul>	<p>Parents will be asked to attend an interview with the Class Teacher and Principal, previous strategies will be reviewed and the process of this procedure will be outlined.</p> <p>A record sheet which contains negotiated behavioural goals is to be completed by each of the teachers for 5 consecutive days after each session.</p> <p>Parents / guardian will sign it each night and it will be returned to the guardian / class teacher the next morning.</p> <p>Interviews with the School Welfare Officer can be organized.</p>	<p>The student should demonstrate they are genuine in wanting to modify their attitudes and behaviours.</p> <p>Act responsibly and with respect for others.</p>	<p>The student will be asked to list the things he/she is having difficulty doing which act as triggers for inappropriate behaviour.</p> <p>We require the student to be more proactive around difficulties and be prepared to ask for help.</p> <p>If a problem arises the student is encouraged to seek the help of teachers before it becomes a major issue.</p> <p>The student is asked to show an awareness and understanding of the Code of Conduct.</p>

LEVEL 2	<p><b>The difficulties are still present and behaviour and attitude are not showing signs of improvement.</b></p>	<p>At this stage teachers are very concerned.</p> <p>Parents will receive a letter requesting a meeting with the Class Teacher and the Principal to review Level one. The student may also be required to attend.</p> <p>The negotiated behaviours will be reviewed and re-strategised if deemed appropriate. A further opportunity of five (5) days is given in order for the student to meet the goals outlined in the behaviour plan.</p> <p>The student will not attend the next Class outing / excursion unless there is significant improvement in the student's record over the last 10 days.</p>	<p>The student will be required to talk more about behaviour, attitude and plans to the Teacher.</p> <p>The student will be required to take notice of comments made by subject teachers and act on them.</p> <p>The student will need to complete the 5 days with consistently good behaviour and demonstrate he/she is genuine in modifying behaviour and attitudes.</p>	<p>We ask that students try to face the problems identified by the teachers. The student's parents will assist in this process and the school Welfare Officer.</p> <p>Students will be encouraged to face these rather than avoid them.</p> <p>Students are asked to seek advice on ways to improve.</p> <p>Students are encouraged to ask questions of teachers who will listen and try to assist.</p>
LEVEL 3	<p><b>The unacceptable behaviour is still evident</b></p>	<p>Parents will be informed and the student will be withdrawn from classroom activities as deemed fit by the Class Teacher to be supervised by a person with Authority eg. The Principal or delegate for 3 days.</p> <p>These may include:</p> <ul style="list-style-type: none"> <li>• any class or classes of instruction;</li> <li>• recess and lunch breaks</li> <li>• identified school activities or programs.</li> <li>• The student will not be included in the next excursion or Class Camp.</li> </ul>	<p>The student needs to show they are genuine in modifying attitudes and behaviours in a demonstrative way.</p> <p>In this time the student will need to identify why he/she would like to continue at the school.</p>	<p>The situation is now quite serious.</p> <p>The question needs to be asked if the Castlemaine Steiner School is the right school to meet the needs of the student.</p>

<b>LEVEL 4</b>	<p><b>Behaviour is still unacceptable and there appears to be an apparent unwillingness or inability to modify it.</b></p>	<p>The student will now complete 2 days of serious thinking time at home.</p> <p>The student will be asked if they would like to continue at the school, a contract must be signed by student, parents and Principal in which all agreed behaviours are to be strictly adhered to in an ongoing way.</p> <p>Variance from this contract will lead to expulsion.</p>	<p>The student will need to show greatly improved behaviour in all aspects of school life.</p>	<p>The student must ask themselves again if they really want to be at this school.</p> <p>Coming to terms with the difficulties being faced is important - NOW.</p> <p>IF THE STUDENT DECIDES THEY REALLY NEED A CHANGE OF SCHOOL WE RELUCTANTLY ACCEPT THIS DECISION.</p>
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*The staff and management at CSSK reserve the right to modify this procedure at any time.*