



**CASTLEMAINE STEINER SCHOOL
& KINDERGARTEN**

Positive Behaviour Development (Discipline) Policy
(Prep to Class 8)

Rationale

The CSSK Positive Behaviour Development (Discipline) Policy outlines how behaviour is developed and managed at the school. It informs and guides students, staff and parents/carers about the principles, expectations, and strategies relating to developing positive behaviour. The safety and wellbeing of children is our highest priority.

At CSSK we value, promote and acknowledge positive behaviours that demonstrate students are being safe, respectful, responsible and ready to learn; we provide clear and firm guidelines to minimise disruptive behaviours.

We believe that building strong and healthy educator-student relationships promotes a sense of school belonging and encourages students to contribute to a positive school culture. Staff work to develop a deep and rich understanding of each child and strive to strengthen bonds of connection with and between each one. We strive to treat each student with unconditional positive regard by using words that are constructive and empowering, speaking in a tone that is calm and friendly, and using body language that is open and authentic – we separate a student’s behaviour from the inherent value they possess and from whom they could become.

The critical role of parents and carers is recognised as the primary influence on each child’s character and behaviour and as essential partners in supporting the school’s positive behaviour expectations and the successful education of their children.

Positive behaviour development at CSSK is guided by principles within the evidence-based framework known as *Positive Behaviour for Learning (PBL)*, which nurtures students by providing them with meaningful opportunities to develop important social and emotional competencies. Students are supported to build increasing independence in recognising and managing their own emotions, developing caring and concern for others, establishing positive and healthy social relationships, handling challenging situations in a constructive way and making responsible decisions.

Policy

It is our policy that:

- Staff work collaboratively to create a learning environment where students are positively supported to behave safely, respectfully and responsibly.
- We teach and model the behaviours we value in our students and strive to treat each student with positive unconditional regard.
- Behavioural concerns are responded to, documented and communicated in a timely manner in accordance with our procedures.
- Some behaviour is unacceptable at School and no Staff member walks past unacceptable behaviour.
- We uphold the principles of procedural fairness and explicitly prohibit any form of unlawful discrimination; all students are valued as individuals regardless of gender, racial, cultural or developmental differences.
- All Staff are trained in and comply with the CSSK Child Safety and Wellbeing Policy and we explicitly forbid the use of any form of child abuse or corporal punishment.

Scope

This policy applies to all school activities, including camps, excursions and bus travel and should be read in conjunction with other CSSK policies, specifically:

- Statement of School Values and Philosophy
- Child Safety and Wellbeing Policy
- Prevention of Bullying and Harassment Policy
- Suspension, Restrictive Intervention and Expulsion Policy

Relevant Legislation

[Charter of Human Rights and Responsibilities Act 2006 \(Vic\)](#)

[Disability Discrimination Act 1992 \(Cth\)](#)

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

[Education and Training Reform Act 2006 \(Vic\)](#)

[Equal Opportunity Act 2010 \(Vic\)](#)

Rights

Everyone at CSSK has the right to:

- Be safe
- Be spoken to and treated with respect and dignity
- Be treated fairly
- Reasonable personal space
- To learn
- A safe and clean environment
- Have property treated with care

Responsibilities

Responsibility refers to being aware of our conduct and being accountable for it.

Everyone at CSSK has the responsibility to:

- Allow others to be safe
- Be honest and act with integrity
- Speak and treat others with respect and dignity
- Treat others fairly
- Accept the reasonable personal space of others
- Allow others to learn
- Help maintain a safe and clean environment
- Treat their own and other people's property with care

Further to this:

Teachers have the responsibility to consistently reflect in their actions the values and behaviours that are expected from others and to implement this Policy

Students have the responsibility to follow the reasonable directions of CSSK staff members

Parents/Carers have the responsibility to be supportive of the Staff, the vision, mission, values and the policies of the school.

Behaviour expectations

In order to ensure that everyone's rights and responsibilities are met, we have high behavioural expectations of all students. We expect students to be safe, respectful, responsible and ready to learn in all school-related settings.

Staff take a proactive, preventative approach to ensure all students receive reasonable adjustments relevant to their individual educational needs, and so help them to be successful at meeting these behavioural expectations. We recognise that different or greater protection and support measures may need to be taken for vulnerable or younger students or students with disabilities. This requires not only protection from known hazards, but also protection from harm that could foreseeably arise and against which preventative measures can be taken. Some students access supplementary or substantial support, as needed, to enable them to engage successfully at school.

Expected student behaviour refers to students behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, and assembly, gathering) and treating others as you would wish to be treated. We actively foster self-discipline and self-control so that students come to realise that their actions have consequences and that they are to be accountable for their own behaviour.

It is not possible to list “rules” to cover every classroom and playground situation for each and every child, our approach is to make explicit the range of expected behaviours in different school-related settings and define school-wide agreed responses should a student act in breach of these expectations; this may include consequences.

Restorative Practices

The staff at CSSK are working together to implement a set of informal and formal processes using the philosophy and practices of Restorative Justice. These processes build relationships and a sense of community in order to prevent conflict and wrongdoing, and respond to wrongdoings, with the intention to repair harm done to relationships, people and property over and above the need for blaming and dispensing punishment. A restorative focus allows students to accept responsibility for their actions and can assist in moving forward with a positive attitude. We believe this approach fosters a safe environment for all students and staff.

Staff use a range of restorative practices such as: communicating the importance of instructional time; viewing unwanted/inappropriate behaviour as an learning opportunity; separating the behaviour from the person; correcting student behaviour calmly and in a manner that demonstrates that the student is safe and supported at school; holding students accountable for their actions through repairing harm and making amends to ‘turn things around’; using consequences within an agreed school-wide ladder (continuum) of response that aims to promote student self-reflection and self-discipline; documenting the use of corrective consequences to track progress and to inform when further action may be required.

Staff will be given regular training in relation to restorative practices.

Responding to unwanted and unacceptable behaviour

If a student acts in breach of the behaviour expectations of our school community, CSSK initiates a staged response, consistent with DET policies on behaviour, discipline and student wellbeing and engagement. Disciplinary measures, in combination with other engagement and support strategies, are applied fairly and as consistently as possible. Students will always be provided with an opportunity to be heard, and possible factors that may have contributed to the student’s behaviour are explored identified and addressed.

Alleged student bullying behaviour will be responded to consistently through the CSSK Bullying & Harassment Policy.

***Unwanted behaviour** is when a student knowingly continues to demonstrate certain behaviour after being asked to make a change or to stop by a teacher, and the behaviour causes others to feel unsupported to learn, to participate or to feel unsafe.* Examples of unwanted behaviour includes consistently distracting other students; disrupting the class; being disrespectful or unkind; not following the reasonable instructions of a teacher; regularly not completing homework; causing damage, injury or hurt through thoughtlessness or carelessness.

Teachers use a school-wide (Prep to Class 8) ladder of response for unwanted behaviours. Any consequence is delivered with the understanding that we can all take responsibility for our actions, else relationships may lose an element of trust. If a consequence is warranted, despite what has happened, we focus on repairing and restoring any harm or damage done.

***Unacceptable behaviour** is determined by the school’s duty of care to provide a safe and supportive learning environment for everyone.*

Examples of unacceptable behaviour include:

- defiance (continual talking while the teacher is talking, continually leaving group without permission, determined refusal to follow instructions)

- aggression and violence (kicking, pushing, hitting, spitting, biting, throwing/waving sticks or other objects at someone, growling or making other threatening noises)
- deliberate swearing or saying nasty words to someone
- destructiveness/damage to property
- dishonesty
- bullying including exclusion of others or formation of cliques, malicious gossiping
- illegal activity

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Version history

<i>Version</i>	<i>Date</i>	<i>Author</i>	<i>Nature of Amendment</i>
1.0	2021	H Bridgwood	
1.1	October 2022	N Johnson	Updated to new policy format. Policy simplified and made clearer. Procedure separated from policy.
2.0	19/10/22	N Johnson	Ratified by the Board

Review Plan

<i>Due date for next review</i>	<i>Date review completed</i>
October 2023	



**CASTLEMAINE STEINER SCHOOL
& KINDERGARTEN**

Positive Behaviour Development (Discipline) Procedure

(Prep to Class 8)

Positive Behaviour Expectations

At Castlemaine Steiner School & Kindergarten we expect students to be **respectful, responsible** and **ready to learn** in all school settings so that, together, we develop a *safe, positive and supportive learning culture* for everyone.

BE RESPONSIBLE

- *We move around safely*
- *We encourage others to do the right thing*
- *We keep our classrooms tidy and help with chores each day*
- *We look after the library books and other resources*
- *We use technology appropriately and in line with school policy*
- *We help care for the school gardens, including the creek*
- *We close doors when heating and cooling are on when possible*
- *We use recycling bins properly*
- *We keep toilet rooms clean and tidy*
- *We help with animal care*
- *We wear weather appropriate clothing, and are Sun Smart*
- *We climb trees to an agreed-upon height*
- *We eat healthy food and make good food choices*

BE RESPECTFUL

- *We speak politely to each other and use good manners*
- *We pause and think before acting*
- *We follow staff instructions*
- *We take turns when speaking and listening*
- *We put up a hand rather than call out*
- *We share resources and play by agreed-upon rules*
- *We respect each other's property and privacy*
- *We sort out any problems calmly*

BE READY TO LEARN

- *We are punctual to class*
- *We concentrate and listen carefully when instructions are being given*
- *We always have a go and try to improve*
- *We ask for help*
- *We make the most of our learning time and stay on task*
- *We complete tasks at school and at home*
- *We avoid distracting other people*
- *We stay with the class group, unless the teacher gives permission to be somewhere else*
- *We help and encourage each other*
- *We try to find ways to include everyone*

The CSSK *Positive Behaviour Expectations* will be on display in all classrooms so students are aware of the behaviours expected of all students from Prep – Class 8.

Restorative Practices

As part of Restorative Practices students and staff may be involved in Chats, Circles and/or Conferences. Aspects of this approach include:

- Facilitating dialogue between all those affected by the wrongdoing
- Providing opportunity for all those affected to share their story, their feelings and their needs
- Involving everyone affected in finding mutually acceptable ways forward
- Encouraging those responsible for the harm to become accountable for their actions and responsible for putting right the wrong and repairing harm caused by any behaviour that has a negative impact on others

Restorative conversations can be guided by the 'WARRM' conversation format , regardless of the level of formality of the conversation and who is involved in the process.

The 'WARRM' Conversation format:

- What happened? - story telling (what, when, where, who, how)
- Affect - feelings and emotions (in what ways has each individual been affected)
- Reflection - better choices (if you had your time over again what would be different)
- Repair - making things right (what needs to happen to fix things / turn them around)
- Moving on - plans and agreements (prevention and behaviour change strategies)

Responding to unwanted and unacceptable behaviour

Unwanted behaviour is when a student knowingly continues to demonstrate certain behaviour after being asked to make a change or to stop by a teacher, and the behaviour causes others to feel unsupported to learn, to participate, or to feel unsafe. Examples of unwanted behaviour includes consistently distracting other students; disrupting the class; being disrespectful or unkind; not following the reasonable instructions of a teacher, regularly not completing homework; causing damage, injury or hurt through thoughtlessness or carelessness.

Teachers use a school-wide (Prep to Class 8) ladder of response for unwanted behaviours. Any consequence is delivered with the understanding that we can all take responsibility for our actions, else relationships may lose an element of trust. If a consequence is warranted, despite what has happened, we focus on repairing and restoring any harm or damage done.

If a Teacher or other Staff member is unsure whether a behaviour is unwanted or unacceptable, they will consult with the Principal and/or the Student Care Leader.

Agreed ladder of response for unwanted behaviours

- Positive attention/praise for what is going well
- Close proximity/non-verbal signal to redirect behaviour
- Redirection/distraction/modified task
- 2 reminders of expectation
- Conferring discreetly with offer of choice to address unwanted behaviour or consequence

-
- Changing student's seat/time-in within classroom in quiet space
 - Half of ext playtime restricted to porch
 - Loss of up to half of next playtime or other privileges that day with opportunity to reflect and restore
 - Time out of classroom on porch/in buddy classroom with opportunity to reflect and turn things around using a Behaviour Reflection 'Think Sheet'
 - Phone call or email to parent/carer
 - Sending note home for parent/carer to acknowledge and return

If steps below the dotted line are taken, a restorative conversation is held and a *CSSK Behaviour Record Form* is used to document what is understood to have come before the behaviour and the actions taken – this Behaviour Record Form is lodged with the Student Care Leader

For repeated unwanted behaviour the Student Care Leader and/or the Principal may contact the family to describe the issue and seek collaboration.

Follow-up may include:

- further communication between the family and Student Care Leader about what is expected behaviour and how this can be positively reinforced at home and school
- sessions with the Student Care Leader promoting pro-social behaviours
- the development of a Positive Behaviour Agreement
- a Student Support Plan

Unacceptable behaviour is determined by the school's duty of care to provide a safe and supportive learning environment for everyone.

Examples of unacceptable behaviour include:

- defiance (continual talking while the teacher is talking, continually leaving group without permission, determined refusal to follow instructions)
- aggression and violence (kicking, pushing, hitting, spitting, biting, throwing/waving sticks or other objects at someone, growling or making other threatening noises)
- deliberate swearing or saying nasty words to someone
- destructiveness/damage to property
- dishonesty
- bullying including exclusion of others or formation of cliques, malicious gossiping
- illegal activity

For incidences of unacceptable behaviour:

- A verbal account will be provided as soon as possible to the Student Care Leader
- Staff will also complete the *CSSK Behaviour Record Form* and provide this to the Student Care Leader as soon as possible, but no more than 1 hour, following the incident
- A meeting between the Teacher, Principal and/or Student Care Leader, and potentially the child, may be held where an immediate response will be decided and implemented. This response may include:
 - o Loss of privilege(s)
 - o Time-out in Admin Building for a specified period of time
 - o Conversation with Parent
 - o Child being collected from school
 - o Restitution of property/repairing damage done, or other appropriate community service

According to the circumstances the following actions may also be taken by the Leadership Team:

- After-school supervised detention (up to 45 minutes) with opportunity to reflect and restore
- Student Support Group meetings
- A Positive Behaviour Agreement
- Working with the Student Care Leader during timetabled sessions promoting pro-social behaviours, restorative practices, mental-health first aid, solutions-focused conversation, as appropriate
- Making recommendations including referrals to external professionals
- Formal written warning of Suspension from school
- Suspension from school (up to 3 days)
- Reengagement plan
- Support in transitioning to another school – where it is understood by the parents/carers and/or the school, that the needs of the student and/or the school would be best suited by this course of action
- Restrictive interventions to protect safety
- Expulsion

Corporal punishment is prohibited in our school and will not be used in any circumstance.