



BEHAVIOUR MANAGEMENT POLICY

OBJECTIVE

Wild Cherry School and Kindergarten acknowledge duty of care to provide a safe, secure and stimulating learning environment that fosters positive student behaviour by:

- Providing a rich and engaging curriculum;
- Providing opportunities for children to learn and practice appropriate social behaviour and self-discipline;
- Using appropriate and fair consequences for students who display inappropriate behaviour; and
- Incorporating the practice of restorative justice throughout the whole school.

Children need opportunities to develop appropriate positive behaviour, self-control and resiliency through curriculum content and through healthy interactions with their peers, teachers and other staff. Wild Cherry School and Kindergarten consistently reinforces positive behaviour in a manner which enables the children’s understanding of what responsible and positive social behaviour is and what not.

Positive Behaviour	Negative Behaviour
Cooperating with teachers, adults and fellow students	Lack of cooperation
Doing things when asked to reasonably	Not doing something when asked to reasonably
Following instructions	Refusing to follow instructions
Speaking respectfully	Speaking disrespectfully
Using appropriate language	Using bold or subversive language
Being kind to each other	Displaying hurtful physical, verbal interactions with others
Caring for people and property	Showing a lack of respect for people and property

CORE POLICY

Wild Cherry School and Kindergarten never uses corporal punishment to discipline a child.

Prep/Kindergarten

Wild Cherry School and Kindergarten, referred to as the ‘School’ from this point forward, differentiates between the child, the child’s individual needs and negative behaviour and draws attention to the behaviour that needs improvement without blame or shame to the individuality of the child.

Human relationships based upon threat and punishment are ineffective and may result in the alienation of a child from the goals of education. The only discipline, which ultimately succeeds, is that which arises from within.

Every effort is made to resolve difficulties concerning a child's behaviour to meet the educational objectives of both the child and the School.

The School recognises that clear consistent boundaries must be established in the first few weeks of starting the kindergarten or school year. From within these boundaries the children can then feel free to play and interact in a secure, supportive and caring environment.

These boundaries are based upon care and respect for others, our environment, and ourselves and support the development of creative play and social interaction and not simply be restrictive. It is important to remember that Prep/Kindergarten children learn primarily through imitation.

Prep/Kindergarten teachers will:

- Take care to always provide positive examples for imitation by speaking kindly and using gentle gestures.
- Create a play space that appeals to and nurtures the child's imagination and engages the will.
- Introduce consistent daily/weekly and seasonal rhythms.
- Communicate clear messages with limited choices, e.g. "Time to wash our hands", whenever possible, stating the desired behaviour, e.g. "The shovels are only for digging".
- Be aware of situations that may deteriorate into negative behaviour and subtly intervene or redirect behaviour before this occurs.
- Assist and support the children in developing appropriate skills to express themselves and resolve conflicts. Aggressive behaviour can arise from the child's frustration with their inability to express themselves clearly and negotiate in a conflict situation.
- Use appropriate stories which will help the children find creative solutions to their conflicts or lead to modifications in behaviour.

Steps to be taken should negative behaviour occur:

- Redirect behaviour using directions such as "Our feet need to walk indoors", "Quiet voices", "Sticks need to be pointing at the ground", "At school we do...".
- Redirect behaviour by changing the focus of the play/or remove the child from the play to engage in activities beside an adult, e.g. polishing wooden animals or furniture, winding wool, etc.
- If negative behaviour persists, it will be necessary for the teacher to meet with parents to discuss the child's behaviour and together develop a management plan. The plan would ensure consistency of expectations and approach between home and school. It may include the teacher keeping a journal documenting the child's behaviour.

An aspect of the management plan may be that parents are asked to come and collect their child if the behaviour was unmanageable or aggressive, especially in a situation where the safety of other children is at risk, for example from physical harm or because the child was requiring so much of the teacher's attention that the class could not be adequately supervised.

Negative behaviour includes hitting (with hand or object), kicking, biting, pinching, etc.

Classes 1 - 6

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The School uses restorative justice practices to manage behaviour. When there is a situation of challenging behaviour, the child/children involved are asked in age-appropriate language:

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to make things right?

To help those affected:

- What did you think when you realised what had happened?
- How did this affect you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

This method may be simplified according to need, but in principle should be followed as much as possible. If there is a group situation, the anger and anxiety are de-escalated when the children know that everyone gets a chance to speak and tell their story without interruption or judgement.

The following four-step approach to human relationship aims to meet the demand of varying levels of inappropriate behaviours from the simplest most frequently used reminders to serious misbehaviour, which occur rarely. Usually, but not necessarily, a teacher will sequence his or her response in the order given.

Step 1 – The Reminder Stage:

One of the first strategies a teacher will use for classroom behaviour management is positively reinforcing appropriate and considerate behaviours. Used wisely and consistently this becomes a preventative strategy, effectively strengthening a positive and thoughtful tone within the classroom.

Nevertheless, there will be times when a teacher will have to remind and caution the child and the whole class what is appropriate and warn that further misbehaviour will result in consequences. Reminders may be verbal or a consider the direction of the child, moving closer to the child or using humour.

A teacher may find one strategy better for a child than another and will use his or her own discretion, sensitivity and moral artistry to apply which one is best at each moment.

For minor disturbances, a child will be given three positive reminders followed by a more serious consequence should the negative behaviour continue.

Step 2 – The Consequences Stage:

When a child behaves inappropriately or interferes with the right of others to learn and the teacher to teach and has been reminded about appropriate behaviour but continues to make poor choices regarding behaviour, then the teacher will use appropriate and relevant consequences at his or her discretion e.g. lunchtime community service.

Thus, if a child fails to take notice of the teacher's reminders and fails to remedy his or her behaviour, a specific consequence will apply. For example, the child may miss out on some of their play time (maximum half) and may spend supervised time in the office or classroom. The child may also be separated from the class to allow for de-escalation and reflection time, or to complete their work in another teacher's room, office or if feasible they may do supervised community service in the yard.

Step 3 – The 'White Card' Support Stage:

If the child does not respond positively to consequences in the ensuing days/weeks, or their disruptive behaviour is such that it continues to affect the learning of others, the teacher will ring the parent and discuss causes of the

misbehaviour and suggestions for remedying it and/or the child will also receive a 'white card' with restorative justice information to be signed by their parents of their behaviour and asking parents to sign and return it.

If a child deliberately physically hurts another child, he or she will receive a white card. If that child receives three white cards in one term, their parents will be asked to meet with the teacher to discuss and develop a behaviour management plan.

The class teacher will keep a record of all white cards and interviews with parents and provide a copy to the office.

Step 4 – Continued 'White Cards':

If a child continues to receive white cards, their parents will be asked to meet with the teacher for further discussions and a revised behaviour management plan. The School may request the child to be removed from the school for a period of time.

Extreme Behaviour

All teachers will engage the direct support of parents in any instance of serious or inappropriate behaviour where a child is violently out of control or abuses or threatens any member of the school community or school property.

Suspension from the class may be necessary for a period of one to five days if no other measures are successful. This may include 'internal suspension' where the child stays at school in another class or parents may be asked to take the child home for a predetermined period of time depending on the nature of behaviour.

Each case must be brought before the College of Teachers and the Board of Governors for discussion and so all are aware of the situation.

An interview with parents, the teacher and School Leader is required before the child can re-join the class. At this interview causes of the misbehaviour and suggestions for remedying it will be discussed, these may include therapeutic activities or counselling, and a return to school plan drafted.

A child with more than two suspensions over one term will have his or her enrolment at the school reviewed.

If no resolution to the satisfaction of the College of Teachers and/or Board of Governors in relation to a child's behaviour can be found, the School Leader will in her or his absolute discretion recommend to the College of Teachers and Board of Governors to expel the child from the school.

There may be some differences between the steps, according to the frequency of occurrence of the behaviour and the seriousness of the offence. For example, behaviour deemed dangerous to children, self, adults, environment or property may result in the school seeking the support stage in the first instance.

RELATED DOCUMENTS

- White Card

AUTHORISATION

Signature Board Secretary
East Gippsland Steiner Education Group Inc
Date authorised: 27 November 2018

Expectations

What the child can expect while at Wild Cherry School:

- Being treated with kindness and consideration.
- A valued and caring relationship with teachers and staff as a basis for real communication, trust and positive social development.
- The right to a healthy and undisturbed learning environment.
- The right to feel safe.

What the parent can expect from Wild Cherry School:

- Being respected as parent or guardian of the child.
- Being acknowledged as the primary educator and carer of their child.
- Being treated with consideration and actively listened to in meetings and conversations.
- The highest degree of professionalism from all staff members.
- Absolute confidentiality in all matters concerning their child.

What Wild Cherry School expects from the child:

- Being respectful and cooperate with the School, teachers, staff, other adults, and fellow students.
- Behaving in a respectful manner at school and on excursions so that the right of others to learn is not disrupted.
- Being aware of what is bullying and harassment and refraining from using such tactics.
- Being punctual and prepared for classes.
- Listening to and complying with reasonable requests.
- Showing respect for property, class materials, furniture, buildings, gardens, and anything belonging to others.

What Wild Cherry School expects from the parent:

- Communicating openly and honestly with the class teacher about health, family circumstances, or anything else that may affect the child.
- Giving their child's teacher their wholehearted support and supporting at home the curriculum the child is working on at School.
- Supporting the School's restorative practice processes for behaviour management to ensure consistency and continuity between School and home.
- Ensuring their child attends School regularly as timetabled and on time.
- Ensuring the child has enough sleep, comes to School dressed in suitable clothes according to weather and season and School policy and with sufficient healthy and wholesome food for morning tea and lunches.
- Limiting screen time at home and working towards a greater understanding of Waldorf/Steiner education by attending study circles, talks and workshops.
- Reading the School newsletter for updates on what is happening at School.
- Attending open classrooms, parent teacher conversations, and participating in School festivals and events.
- Actively familiarising themselves of School policies and procedures.
- Knowing what is bullying and harassment and not using such tactics on anyone.
- Treating all staff and children with respect and consideration.