

## Behaviour Support Policy

<b>APPLIES TO:</b>	All staff in their duty of care to students	
<b>Scope</b>	All student behaviour	
<b>Status:</b>	Current	<b>Supersedes:</b> Behaviour Management Policy 08/04/2018
<b>Authorised by:</b>	Board Chair	<b>Date of Authorisation:</b> 20/01/2020
<b>References:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Australian Education Regulations 2013 (Cth)</a></li> <li>• <a href="#">Australian Student Wellbeing Framework</a></li> <li>• <a href="#">Playground Duty Procedure</a></li> <li>• <a href="#">CHSS Child Protection Policy</a></li> <li>• <a href="#">CHSS Behaviour Support Procedures</a></li> <li>• <a href="#">Bullying Policy</a></li> <li>• <a href="#">Student Bullying Reporting and Response Procedures</a></li> </ul>	
<b>Review Date:</b>	Annually	<b>Next Review Date:</b> 31/03/2021
<b>Policy Owner:</b>	School Governing Body (Cairns Rudolf Steiner School Ltd)	

Issued by the:  
Governing Body of the Cairns Rudolf Steiner School Limited



Mr Alan Maclean  
Chairperson  
Cairns Rudolf Steiner School Limited  
Issued: 15<sup>th</sup> June 2020

## Purpose

This policy is based on an Anthroposophical understanding of childhood development with which the staff strive to cultivate and maintain a safe and supportive school environment that promotes healthy social and emotional development.

Management of behaviour is founded on preventative measures in educating for social discipline and of proactive responses to supporting behaviour that is guided by restorative action.

## Definitions

SA: School Administrator

ED: Education Director

HS: High School

PS: Primary School

EC: Early Childhood

CHSS: Cairns Hinterland Steiner School

## When Policy Applies

This policy applies at all times when the students are under the duty of care of a staff member, in attendance at the School or are on School-related excursions and camps.

## Principles

Our Behaviour Management practice is founded on a positive, proactive approach to managing student behaviour in creating a safe, supportive, and productive school environment.

**Common underlying principles in the management of behaviour at CHSS are:**

### Social Discipline as the Preventative Measure

**There are appropriate boundaries that are consistently applied**

- It is the teacher's responsibility, both collectively and individually, to establish and uphold boundaries, routines and environments in ways that meet the developmental stage of the young person. This means that boundaries and standards will differ across the school from EC, PS to HS (refer to Appendices).
- These commonly held boundaries should be openly discussed at College and Faculty meetings and must be consistently applied.

## Restorative Action and Teacher Responsibility

### Student-teacher relationship is critical

- Fundamental to positive and proactive management of behaviour is that it is best met with a pedagogical approach, as a learning experience, and that a healthy student/teacher relationship is the most important factor for successfully managing difficulties.
- It is recognized that students test boundaries and that this is important for their growth and developing resilience. The teacher is responsive to the needs of the child (this includes social, emotional, cognitive, and physical) and ensures restorative action underpins managing and guiding behaviour in students.

### Collaboration and inquiry based

- To resolve individual behaviour issues, it is imperative for teachers, students, and parents to work cooperatively and collaboratively without judgement.

## Policy

The Teacher, at the time of an incident or difficulty occurring, is responsible for the care and management of the students. The Teacher is afforded discretionary power to manage the situation or behaviour in a way that they deem to be most responsive for the individual and specific circumstance as long as action is taken in accordance with this policy and has regard for the following considerations and exclusions:

- Any behaviour that causes physical harm to another student or damage to personal or school property must be reported to the SA/ED and documented in an incident report.
- Any behaviour that amounts to harm as referred to in the school's Child Protection policy must be dealt with under the Child Protection Policy.
- Bullying is to be dealt with under the Student Bullying Policy
- On-going behavioural issues are to be reported to and discussed with the SA

### Accountabilities

All staff are always required to understand and apply the principles contained within this Policy, the accompanying procedures, appendices, and support the implementation of the policy across the school both verbally and through their actions.

### Administration

Incident reports must be completed by the teacher and provided to the SA or ED immediately if physical harm is involved or within 24 hours of the occurrence of other incidents that require reporting.

In the case of physical harm, the teacher or SA will contact parents of all students involved in the incident immediately. The incident will immediately be recorded on an incident report form.

## Questions

### **At what point should I involve the SA or ED in managing an incident or behaviour?**

It is primarily the role of the Class Teacher/Guardian or Subject teacher to manage the class, including the behaviour within that class using principles of Social Discipline, Restorative Action and Behaviour Support Plans. It should not be common practice for students to be sent to Administration, the SA or ED for misbehaviour. The SA and ED are available for support with student issues where they can't be dealt with in the moment by the Class Teacher. The ED and SA are available for support in mediation, mentoring, developing behaviour plans and collaborating to meet student needs.

It is not appropriate for front office and other administration staff to be given the responsibility of managing a student behaviour incident or supervising students that have been sent from class.

### **If I am unsure of how to deal with a student management situation where can I seek help?**

In the first instance you should discuss the situation with your Faculty Head or Learning Support. You may request to bring your concerns to the Faculty meeting for collegial discussion or alternatively you may discuss any issues or questions directly with your SA.

### **What should I do if I am unsure if an incident or behaviour is reportable?**

Discuss the details of the incident with your ED or SA and they will advise you regarding reporting requirements.

### **Is there a standard form for Incident Reports?**

Yes, please see Appendices.

### **When should I contact parents regarding a student management issue?**

Parents should be consulted and informed when a behaviour is extreme or out of character, when the behaviour results in physical harm to their/or another child, damage to the school or personal property or when difficult behaviour is on-going. The school values a "no surprises" approach regarding end of semester student reporting and as such any behaviour that would be mentioned in the student progress report should be discussed with parents prior to report time. These discussions should be respectful, collaborative and cooperative by nature.

### **What should I do if I disagree with the way a colleague has handled a student management issue or situation?**

In the first instance you should discuss your position with the colleague involved. If the concern is not resolved, you should discuss it with the ED or SA.

**What should I do if I witness a behavioural intervention that contravenes this policy?**

If the student is distressed or at risk, you should intervene. Do so without entering into discussion about the issue in front of the student. You should ask the student to accompany you to the office. Report any such situations immediately to the SA. If there is no immediate risk to the student, report the situation to the SA.